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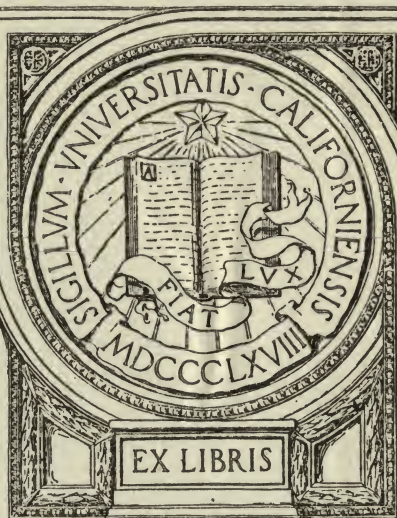


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THE
INDUSTRIAL TRAINING
OF
THE GIRL
WILLIAM A.
MCKEEVER

F. L. Griffin

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**THE INDUSTRIAL TRAINING
OF THE GIRL**



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ON THE WAY TO HAPPY WOMANHOOD

THE INDUSTRIAL TRAINING OF THE GIRL

BY

WILLIAM A. McKEEVER

PROFESSOR OF CHILD WELFARE IN THE UNIVERSITY
OF KANSAS. AUTHOR OF "TRAINING THE
GIRL," "TRAINING THE BOY,"
"FARM BOYS AND
GIRLS," ETC.



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TO THE
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TO MY ESTIMABLE NIECE

EDITH MARIE J

THIS LITTLE VOLUME IS AFFECTIONATELY
DEDICATED

PREFACE

IN the ideal state of society Labor and Love and Life would be regarded as three ways of characterizing the same thing ; namely, a complete human existence. This larger, richer personality is to me an enticing goal of training, especially because of my belief that its means of attainment exist potentially in the nature of every ordinary child. Now, it is the dominant note of this little volume that industry—when properly related to the growth and the training of the young—is cultural and ennobling. Slowly yet unmistakably, from the age-old superstitions about her sex, there is emerging a type of woman which, as I believe, will be known as distinctively American—a type which is being created out of our plain, substantial, composite stock. And during all the years of her development this coming American woman will be guided first of all by the secret whisperings of her own true feminine nature. From the time when she first extends her tiny hands to grasp eagerly the baby doll, to the day when she bids adieu her first-born departing for college—during all these years she will continue to attain unto higher perfection and beauty of character.

To play and work and love and serve and worship—these are the component parts of all good womanly lives. Deny a woman any one of these holy practices and she becomes incomplete, servile, and unhappy. This present

volume treats of the industrial training alone, but the other forms are implied and have been considered elsewhere. It is the humble wish of the author that many parents and other girl trainers may be led by this book to see the way whereby they may add genuine charm and dignity and spiritual worth to the character of the growing girl through a carefully adapted course of industrial training.

The text of this volume is constituted of Part One of the larger one entitled "Training the Girl," and that in accordance with a preconceived plan.

WILLIAM A. McKEEVER.

UNIVERSITY OF KANSAS.

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THE INDUSTRIAL TRAINING
OF THE GIRL

BY
MRS. J. H. BROWN

THE INDUSTRIAL TRAINING OF THE GIRL

CHAPTER I

THE SMALL BEGINNINGS

IF, on the day these lines were written, the reader could have stepped into the large attic of a certain modest suburban home, the attractiveness of the scene witnessed there would have doubly repaid the effort expended in climbing the two flights of stairs leading thereto. This attic room was perhaps 24 x 30 feet in dimensions, and all of its commodious space was taken up by a remarkably complete equipment for the training of two little girls aged respectively four and six years. "How much do you want for these girls?" the parents were banteringly asked by a caller, before the presence of the room above had been made known. "Oh, they are not for sale, they are worth too much," quickly replied the mother. "We are not placing any wealth in their hands but we are trying to put all the riches possible into their characters."

What an object lesson that well-equipped attic room would furnish for the parents of America could they see it as it was and become acquainted with all its interesting details of arrangement! There were displayed in miniature form practically all the belongings, the furnishings, the means of industry, play and the other activities necessary for a complete and well-balanced life for little girls. The father was an ordinary sane and right minded business man, the owner of this unpretentious home and the

recipient of what you would call a very ordinary income. The mother was a well-poised, yet vivacious young woman who seemed to possess every characteristic of wholesome motherhood as well as much fondness for the home life over which she presided. It was plain to be seen that the thought of these two happy parents was very much absorbed in the conduct and development of their children. A description of this interesting "house of childhood" will serve to make clear their remarkable course of home training and their complete plan for the bringing up of the little daughters. The description follows.

AN UNUSUAL "HOUSE OF CHILDHOOD"

Through wise foresight in planning the house the parents of the two little girls referred to above had specified that the roof should be high and steep, thus allowing for a large amount of open space in the attic room. The two gable ends of this upper apartment were practically all filled up with the window space, admitting a maximum supply of light and air. At one end there was a door leading out to a small open balcony with high railing for protection. But the arrangements of the room within were particularly complete and attractive as they included practically all the materials so dear to the hearts of little girls. The thoughtful parents had made use of very light lattice strips in framing up partitions which separated the large room into many small compartments. This light frame work, which was little more than waist high to the girls, was covered with strips of wall paper, thus giving much of the appearance of the partitions in the ordinary house.

There were door and window spaces of convenient size in this interesting child-house. In the extreme rear there was the little room which represented the kitchen in an

ordinary home, and in this were many pieces of toy furniture—a miniature stove, dishes, cooking utensils, and the like, all arranged in first-class order. Next to the kitchen was the little dining room with its table with dainty cloth, and on that were such furnishings as you might expect the little girls mentioned above to provide. There were tiny dining-room chairs, some pretty pictures on the walls, and other appropriate materials. Adjoining the dining room was a living room where sweet-faced little dolls served as the occupants. A diminutive couch, rocking chairs, a toy piano, a few baby books, a small carpet on the floor, some Perry pictures which the girls had framed, and other appropriate materials too numerous to mention—these made up the furnishings of the living room. And then there was a bed chamber with two little white beds and a dolly peacefully sleeping in each. This well-arranged bedroom quite equalled the other apartments of the child-house in point of attractiveness. Bath room and closets had not been overlooked in this complete little home and at one side there still remained space for what the children called their play-house. For, please mark the attitude of mind of the two little women, this other was not to them a play-house. It was a home and it received the same serious consideration which the model homemaker gives to the place in which she reigns.

HOME INDUSTRY IS CULTURE

The well-ordered and complete equipment of the child home described above impressed the author with the thought of its peculiar meaning and significance. And especially the idea that this attractive place was to the little girls not a play-house but a home—this impressed him above all else associated therewith until there came ringing in his mind clear and strong, the suggestion:

Upon this foundation will I erect a superstructure of a beautiful ideal character for womanhood!

It may at first prove well-nigh a shock to the sensibilities of some of our readers if we propose to place ordinary work and industry as a foundation stone for every great life, including a life of well-poised womanhood. This we now do. But we feel sure that as the discussions develop we shall have an increasing proportion of our readers as friends and supporters of our plan. After all, perhaps there is no good life save that life which has learned mastery over the self and has acquired supremacy over something worthy of being done. And so, in constructing a plan for the ideal career of woman, we should begin with the child, and by giving the tiny little hands some baby task to perform, and we should see that she performed the appointed duty so successfully and so well as to make it bring its certain reward of joy in the mere doing. At the same time we should be careful not to lay on the delicate little form a single duty that might be regarded by the child herself as in any sense burdensome. The childish instinct, created and ordained by Mother Nature herself, and coming to expression in the life of the little one,—this should be our first guide to the selection of the task. And the childish spontaneity and enthusiasm, as it rose and waned, should assist us in determining the amount of the appointed industry and the length of time during which the little one should continue in its pursuit.

There is something very sweet and sacred in the native capacity of the unspoiled little girl for love and sympathy. Oh, how we wish for more ability to understand this precious inheritance, with the thought that it might be developed into a rich and forceful influence such as would dominate the career to the end of its existence! Yes, we should have these fine qualities of love and sympathy

color every future deed in its performance, but we see no other certain avenue of approach to the successful attainment of these attributes save that of training the young life in the performance and the mastery of plain everyday work and industry. Be it known, however, that we are not thinking merely of the girl who must spend her adult life in some industrial pursuit. We are thinking quite as earnestly of the little one who may have been born in a home of wealth and refinement, and who,—so far as economic reasons are concerned,—will most probably never actually need to turn her hand to the performance of a single self-supporting task.

Now, if we take these two extreme cases, namely, the little girl whose entire way of life seems to promise to be one of heavy work and industry; and the other little girl whose promise for the future seems to be that of attaining a position of ease and affluence, we shall perhaps be able to make our plan of ideal womanly development more easily understood. In part it is this: We sincerely desire and hope that the girl destined to a life of industry and the other one destined to a life of affluence shall always know each other through and through; that they shall be prepared to dwell in the same community with the highest possible degree of mutual sympathy and good fellowship. We desire also that the girl of industrial life shall be so masterful in her place as to receive a large increment of joy and satisfaction from her work, and as to be not altogether envious of her sister of the so-called upper ranks. And we desire that the other one shall have been made so intimately acquainted with ordinary girlhood work and industry as to be prepared to think lovingly and sympathetically of all the women who toil, and as to be deeply imbued with the thought of doing her part toward the amelioration of their condition.

LOVE WILL LEAD THE WAY

Wherever love leads along the way labor is transformed into a delightful occupation. So, in casting about for a tiny industrial duty for the baby girl we should question the affectionate yearning of her own little heart. Just at the moment of our approaching her, what is she most fond of trying to do? Having obtained an answer to this question we should then regard the response as the unfailing pulse of nature throbbing in the little life; and we should immediately do our part in furnishing the opportunity and the equipment necessary for much practice in the performance of the chosen task. Such in short seemed to be the method of the good mother described above, who presided so ably over her entire household and who perfected such a beautiful plan for the development of her two little girls. We must go back to her methods and follow them in detail supplementing them where necessary with the helpful methods of other good homemakers.

HOME MINDEDNESS INCULCATED

In watching for the mottoes of development which seemed to pervade all the efforts of this good house mother in so far as they are related to the conduct of her daughters, we came upon the suggestion of the apt phrase "home mindedness." From the very first day and continuously throughout the use of her home-training plan there was clearly being inculcated into the minds of the little ones this most praiseworthy sentiment about the home life. Let the reader mark carefully again the fact that these two girls were not taught either to say or to believe that they were playing while engaged in caring for their miniature attic home. Every reference to this was in terms suggestive of work and industrial occupation. On the



WHERE LOVE LEADS THE WAY



IN THE SCHOOL OF LIFE



other hand, they were taught to regard the small apartment called their play room as the place for the play activities. While in that part of the attic home they played and romped and threw things about capriciously. Nothing there was done with necessary seriousness of purpose. Blockhouses were built up only to be knocked down. The swings, see-saws, and other equipments were for purposes of mere sport. Any play activity might be begun and then abandoned the next moment. But in the other departments, those of the real household, the children were taught at all times to assume a different attitude. While there, as in their play room, the attitude of spontaneity led the way: but the task once begun must of necessity be carried through to its completion. Sometimes the eagerness of the children would lead them to wish to undertake too large a household duty, but just here the splendid forethought and counsel of the mother guided the childish effort. So, in case of all chosen tasks—like that of making up beds, preparing a meal for the dollies, scrubbing out the kitchen, or otherwise putting the household in order—the children were always required to carry the performance through to its completion. And they were even given time after its performance to pause for a moment and contemplate with satisfaction the work of their hands.

THE TEDIOUS BEGINNINGS

A little year-old girl sat in her crib with a small fruit basket half full of clothes-pins on one side of her and a quart milk bottle on the other. The tiny one was slowly learning to pick up the clothes-pins, one at a time, and drop them into the bottle. How awkward were her little soft hands! How prone to carry the clothes-pins to her mouth rather than to the bottle! What a waste of baby

energy, if we compare the amount of effort with the results. Some of the clothes-pins were dropped on the outside, others were thrown through error out upon the floor, and still others fell back into the basket; but the child was learning. Slowly and tediously she acquired the necessary movements and was enabled to do the little task which she sought to perform. We observed in case of this baby's effort more than a mere trial and error attending the little exercise. We witnessed, for example, the interference of habit with the attempt to do a new thing. The child had already acquired the habit of putting such objects as clothes-pins directly into her mouth. So again and again would the little hand go up and bend toward the mouth, then outward toward the bottle, instead of taking the direct course from the basket. However, practice slowly brought its expected improvement, and in the course of a half hour or more the movements of the little hand and arm were brought more definitely under control.

The mother of this baby girl seemed to understand very well indeed her combined relation of mother and teacher. She repeatedly assisted the child in economizing the expenditure of the energy. Several times she directed the movement of the little fingers in grasping and holding the object. The baby learner seemed to understand and appreciate much of the meaning of it all. It was now suggested that the mother try teaching the child to insert the clothes-pins into the bottle all in one manner; that is, with the heads all downward. Perhaps five minutes' time was consumed in this effort before the child seemed to catch the meaning of it. And then, with an expression of real joy upon her little countenance, she began to take the lead in arranging the objects so that they would go into the bottle in the desired manner.

THE SECRET OF SUCCESS

Now, in this instance of the child playing with clothes-pins we have revealed the secret key which unlocks the door leading into the house of knowledge. Two or three terms stand out with special prominence in so far as the duty of the teacher is concerned: *patience* and *definiteness* are the rules of training here. Then add to these merely the understanding of how the child nature learns through native experience, and you have the entire program in condensed form: *Patience*, *definiteness* and *insight*—these are the three mottoes of instruction. Now, recall the fact that at the moment when the little child first understood what was desired of her by way of arranging the clothes-pins in her little hands so that they would go into the bottle head first,—recall, if you will, this joy of achievement, and you have additional insight into what it means to be the real teacher of a real learner.

So, in the task of instructing the little girl in the performance of any ordinary task, no matter how small that may be, patience, definiteness and methodical arrangement for repeated trials and errors are necessary—all to the end that the child may finally catch the purpose intended and perform the act by means of her own self-directed effort. This is the ideal mode of procedure and in practically all such cases the expression of joy upon the radiant face of the little one will amply reward the effort in her behalf. She is learning to do by doing; she is acquiring a mastery over the movements of her body. She is acquiring a deftness in the use of her hands and fingers. In short, the little one is learning to do faithfully and well some assigned duty, and in reality is taking the first small steps in a possible career of success and triumph.

Wherefore, the mother who comes to you complaining of her child, "I haven't time to bother teaching my little girl to help me. She is more trouble than she is worth. She gets under my feet and hinders my work," and so on—this mother has failed both to understand her duty to her child and to appreciate the method whereby the mastery of life is attained. Was there really ever a little growing girl who was "worth her salt" while learning to help about the household? Did it not in every instance cost tenfold more of time and patience and energy than was paid for by all of the fruits of her little labors? Indeed, one of the first essentials for the mother-teacher is that of looking for the reward in the slowly emerging character of the young learner. The training must be thought of as a mode of bringing the inherent qualities out of the young life. With all her inability to do anything helpful; with all her economic uselessness, the little daughter may be thought of as a veritable gold-mine of latent riches. But the wealth hidden there can be got at with assurance only by means of patient toil and labor in leading the child through a systematic course of discipline.

In the chapters to follow, we shall take up one by one the small disciplinary home tasks suitable for training and developing the growing girl. And we shall attempt to be very concrete and definite in the setting forth of a method of instruction.

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CHAPTER II

THE KINDERGARTEN TRAINING

WE are thinking of the time when the little daughter will have become a full grown woman, and wondering what to do in order to make her character an ideal one. We observe about us so many attractive appearing young women whose lives do not bear the test of a full and complete analysis. Some are mere butterflies, others are parasites, still others seem to have a bone of contention to pick with society. The last named class is one of the largest. One who knows how to make an inquiry about the matter and who does so will be surprised at the large number of young women there are among us to-day who harbor a kind of secret spite at society and at things as they are. Something is the matter.

Whatever else may be lacking in the character of any member of the classes of young women named above it may be said that practically not one of these is engaged regularly in doing any work which her instinctive nature longs to perform. And how soon all these must perish; for the butterfly is always short-lived, the parasite has an uncertain and unenviable career, and the spiteful and envious creature quickly consumes his own heart.

A CONSTRUCTIVE PLAN OF DEVELOPMENT

Why should not the parent have a constructive philosophy of life to apply from the beginning in the development of the baby girl? Indeed, we contend that he should. If the character of the little one is to unfold beautifully

and to bring perennial joy to its possessor, something very definite must be done to make the child ultimately a producer. She may be very happy during childhood with all play and no work; she may flit about with joy during maidenhood, sipping only the sweets, and avoiding all assigned and irksome duties. But the day will certainly come when the full grown young woman will begin to measure herself by a standard of intrinsic value. And from that time on, her joy and satisfaction in life will be dependent upon whether or not she finds herself really worthy within. Not mere getting, enjoying and consuming the fruits of others' labor; but giving, producing, and contributing to the well-being of society—this is suggestive of the balanced program of training and development necessary for rounding out the life of a growing child. Teach the little daughter to use her head, her heart, and her hands with equal facility; give her little problems of her own to think out; give her little occasions for pouring out her heart's love where it is needed and appreciated; give her opportunities again and again to train her hands to perform the thousand-and-one work-a-day tasks that constitute a part of the life occupations of every good woman—give your daughter all these forms of discipline, and the day will surely come when she will rise up and bless your memory because of her very great worth to the world.

THE KINDERGARTEN METHOD

Would that every little girl could have the valuable benefits of the kindergarten training! If this most helpful form of discipline for the little daughter be not available in the form of a regular training school, then the substance of such instruction must be given in the home. Indeed, such home training is well exemplified in the case of the

attic room and its equipment described in chapter one of this volume. The kindergarten is a school which combines the work and play of childhood. Spontaneity characterizes everything. The little learners in this school of life are engaged in doing such baby tasks as will combine at once the largest amount of childish interest with the largest amount of structural training. In the well-conducted kindergarten class the children acquire new methods of doing things and of gaining a definite control over their own movements.

In order that the ordinary mother may be assisted in understanding the meaning of the kindergarten as it applies to the development of her baby daughter, let us describe some of the valuable lessons that were actually given in a kindergarten class of fifteen little boys and girls ranging in age from four to six years.

A CONCRETE ILLUSTRATION

These little learners assembled in the back parlors of the Congregational church of Manhattan, Kansas, where they came under the able instruction of Miss Anna Fairman, a trained kindergartner. Here were tables, chairs, sand-boxes, work tools, and all the other apparatus necessary for the training. The floor was marked off in circles and squares for the practice movements. The children were taught to regard the place as their kindergarten home, and to believe that each one was there to do his little part in rendering the situation a happy one and in making the hour profitable for all. The teacher herself was most happy in her work, and this joy was contagious among the children. While the class was a mixed one of boys and girls, for the sake of directly serving our purpose, let us now consider especially the part of the daily programs most suitable for the training of the girls.

First of all, there were the songs. Children live in a world of things and activities, and to the common little child practically every perceivable object is both alive and sentient. It is not merely a world of make-believe, but for the tiny consciousness it is a world of real belief. So the best kindergarten songs speak plainly and directly of thoughts and deeds.

“Little Bluebirds, tell us, tell us,
Do the south winds bring
Any news of happy springtime,
Happy, happy spring?”

Thus through the medium of the songs in which all joined, the little ones in Miss Fairman's class kept up a happy communication with the things of nature. The robins sang and hurried busily about the place expressing their little bits of sentiment as to the building of their nests, the care of their eggs, and the love and tender regard for their young. The violets and morning glories came with their peculiar messages of sweetness and light and thought of the seed time and harvest. Indeed, to this happy and well-taught little class the world was a veritable fairy-land and everything in it was alive with interest and activity and sentiment for the child mind.

Yes, you say, but this is a fictitious life, the child cannot go prancing through the world of fact as if it were only one of fairies and dreams, not known at its actual worth and by its real meaning. This life is full of hard toils and heavy tribulations which the young must learn to meet. Correct, indeed, we answer. In so far as the adult is concerned you have spoken the truth. But for the child, the natural one who is given even a reasonable opportunity to do so, the dream-world interpretation of things is the normal course for the time being. Allow the

little one of the kindergarten age to pass happily through this fairy-land of his own creation, give him the means, the apparatus and the opportunities to deal with objects as if they were all animate, as if they all knew and understood him, and behaved in thought of him—do this with the little child, we urge, and he will slowly come out of the dream land into the one of adult reality, so-called, by far the better prepared to deal with the sterner situations of life. We challenge any one who is thoughtful and studious with reference to the meanings of childhood, to show that it is not both reasonable and helpful to indulge the child in his natural, animistic attitude toward things.

MUCH WORK TO PERFORM

But aside from the songs and other concert movements Miss Fairman gave her little ones much of a constructive nature to perform. The little girls brought their dolls with them and were furnished the materials for making simple doll clothes. How awkward and unskilled the tiny hands were at first! Some mothers would have given up in despair and made the doll clothes themselves, but that method would not have served the aim of constructiveness as thought of in this little kindergarten school. Each girl was to have the enjoyment of her own doll rightly adorned with garments, and in addition to this joy the further pleasure of having made each little article herself. So there were the slow going processes of training—of how to thread the needle; how to hold the materials in the hands; how to make the stitches; and how to assemble the parts of the little dress. Some of the baby movements had to be gone over again and again, but slowly the soft little fingers acquired their deftness, and as they did so the baby face lighted up more and more with an expression of joy and satisfaction. How it would



A KINDERGARTEN IN "GOD'S GREAT OUT OF DOORS,"



have brightened the faces of the mothers themselves could they have been there and witnessed the progress of their baby daughters, as now this one and now that held up a little piece of the doll garment to receive a word of approval or a suggestion as to the next part of the task!

Then, there were doll houses, beds, chairs, and other equipments to make; and the little girls created all these things so willingly with their own baby hands.

THE SPIRIT OF CO-OPERATION

What a delightful thing it is for the individual of whatever age to realize that he is living and moving in a world of real persons; that others, too, have tasks and problems, and perplexities; that others need one's assistance and co-operation, while at the same time they are pleased to render such things in return! So as will be explained presently, the little girls in this well-conducted kindergarten school learned the lessons of co-operation and interdependence.

But first let us describe the making of the doll house and furnishings. Shoe boxes and ordinary paste board cut into strips, some waste pieces of wall paper, paste, brush, scissors, and the like, constituted the raw materials. The thought of each little girl was upon the work being undertaken. Their teacher continued to talk to them about what they were planning to do, how each piece was to be used, how the doll houses were to be finished, and so on. While all worked in accordance with the same plans and specifications, each little one was permitted to manifest her individuality in the work being done. There was some opportunity for the exercise of personal taste in the choice of colors and in the matter of assembling the parts of the house. Then, there were the tiny bed, the chairs, tables and the dining-room equipment. As the work con-

tinued and increased in complexity there was displayed more and more the personal taste of each of the little workers. Now, let the reader mark well the peculiar value of the instruction just sketched. It was indeed play of the most enticing sort, but in addition to that every eager little mind was acquiring knowledge of a very definite kind and every little hand was increasing its degree of facility of use. Moreover, and above all things else, each child was learning to construct something that prepared for and signified the more serious business of the years to come.

Now for the spirit of co-operation. It happened that on one occasion a certain little girl member of the group was ill and could not be present at the kindergarten school. The teacher referred affectionately to the absent one and asked the other members what might be done as a show of kindness and remembrance. Various things were quickly suggested, and out of it all there was soon evolved the purpose to build the doll house with all of its furnishings and send these things to the little ailing one. How eagerly all hands went to work! A division of labor was arranged. Some were cutting out the pieces, others pasting, still others assembling the parts, and so on. The instructor had noticed from their own house-building what each one seemed most apt at doing, so in the division of labor she tried to give each little girl that particular part to perform. The work was quickly done. "Why!" cried one of the twelve who had co-operated in making the doll house for the little sick friend, "We made this house in just a little while. It took us about three days to make our own houses." So not only did the little girls learn much from this happy experience about the spirit of co-operation but they derived therefrom the suggestion as to the very large saving of time in the construction of a

given piece of work, done in such a way. And in order to make the lesson complete in all of its meanings, the baby workers were appointed to carry the doll house and its equipments to their little sick friend where they might have the pleasure of witnessing her joy in its possession.

ANOTHER IMPORTANT APPOINTMENT

Children are naturally fond of the plastic art. If there be nothing better available they will go directly into the mud and work with that, molding it into mud "pies," water dams, and the like. So the kindergarten takes account of all this instinctive disposition of the child to create out of plastic material its own imagined forms, and it furnishes an artist's clay therefor. Girls as well as boys are exceedingly fond of this sort of activity. In conducting the work in molding in her kindergarten school, Miss Fairman kept in mind the natural animism of childhood. So the forms which her little ones molded out of clay were not dead and inert things, but to them they were creatures of life and thought and activity. In so far as conditions would allow, the models were formed by the children in imitation of living patterns. The dog, the horse, the cat, and the chicken were observed rather than models of these, and thus there was combined with the lesson of molding, an additional lesson in close observation of the forms of living things. In order to deepen the interest and to inculcate wholesome sentiment about domestic animals, Miss Fairman always adheres to the practice of talking much to the children about the animals which they are creating out of clay. When through with all this, the children have been made to understand that horses can suffer from being overworked, driven too fast, not rightly fed and watered, and from being otherwise mistreated. So with the other animals—the cow, the cat,

and the dog—these came in for their share of the thoughtful attention and sympathy on the part of the children.

We must not minimize the value of this lesson about the care and sympathy for dumb animals. It is not always men but it is sometimes thoughtless and heartless women who mistreat these dumb friends and servants of ours. But such mistreatment as we have often observed to be accorded a dumb creature by some apparently intelligent woman—such treatment is not a matter of wantonness or intended cruelty. It is most usually an affair of ignorance, in case of one whose thought has never been definitely or adequately brought to the consideration of the nature and the rights of domestic animals. Thus this crude plastic art, introduced in time of mere childhood, trains the girl to create through the use of her deft little fingers, forms that to her are living and sentient. And thus there slowly emerges out of this beautiful kindergarten lesson the character-forming ideals in respect to the nature of dumb animals and their service to mankind. Thus again, there accrues to the baby learner a sense of inner worth and ability; for with her own hands she is constructing that which she in part has created out of the activities of her imaginative mind.

INDULGING THE CREATIVE INSTINCT

It will be noticed that Miss Fairman's work in the kindergarten school as described above tended to give expression to the creative instinct of the child. The ordinary child has very little inventive ability. There must always be suggestion and rough guidance. It is better to say that curiosity and childish interest will lead the little one to the discovery of new acts and movements than to say that the child actually invents them. After the interest of the kindergarten girls was aroused in relation

to the work of making doll houses, for example, they were encouraged to express their peculiar tastes and individualities. Thus the charm and the enticement of the task were much increased. Indeed, so great is the interest that the little girl of the kindergarten age will often remain at her self-chosen piece of work even longer than her baby strength and the condition of her health would warrant.

So we cannot be too insistent that the kindergarten girl be given some constructive work to perform, something that she loves to do and something that will slowly give her a sense of security and responsibility in her light endeavors. Miss Fairman's method of building up this creative ability in the little girls of her class is so commendable as to deserve a further description. For example, she planned some very interesting raphia work, that is, the manufacture of some little rugs for the doll houses. For the construction of these rugs it was necessary to make looms, and this she arranged to have the children do, using the toy carpenter's tools and the lathe materials. Work baskets were likewise planned and constructed. The first ones were satisfactory in every way excepting for lack of lids to keep out the dust. So these were afterwards re-constructed with a cover attached, and with handles and other parts suitable for their chosen purpose and suggestive of the real work baskets used by women.

We may note in passing the suggestion that the constructive work of children should not always be completely planned, that they should be allowed to do some work—like that just described above—which proves on trial to be unsatisfactory. The value of that sort of lesson lies in the fact that the child gets the benefit of trial and error and receives the suggestion that things planned do not always work out to a wholly satisfactory conclusion. The learner also acquires the lessons of patience so often

necessary in tearing down and rebuilding a piece of work after it has once been begun.

THE DUTY OF THE MOTHER

We have described, at considerable length, the kindergarten work as conducted by Miss Fairman and in doing so have been guided by the belief that the ordinary mother can conduct much of this work in her own home and in behalf of her own little girl. While we recommend and strongly urge that the child be sent to a good kindergarten school, we find this in the great majority of cases to be impracticable; for, unfortunately the kindergarten school is not as yet available for the masses of the children of the country.

In closing the chapter we feel inclined to insist again that the mother reader do not overlook the point of giving her baby daughter the industrial discipline as suggested above, and that during the very earliest years. However, let us understand once for all, that this discipline is not thought of in terms of mere preparation for making a living and for earning wages, important as these things are. It is thought of and urged here because of its very great service in building up a beautiful, aggressive and yet well-poised character in the life of the growing girl. In short, this industrial discipline is recommended because of its worth as an agency in slowly placing in the hands of any ordinary girl a mastery over the plain situations of life, and ultimately a mastery over her own fate.

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CHAPTER III

ATTENDING THE PUBLIC SCHOOL

ON first thought it might seem to the reader that the public school attendance is not rightly considered as a part of the industrial training. However, it is our purpose here so to regard it. The best definition of work and industry makes little or no distinction between using the head and using the hands. Its substantial meaning is that of the attitude of the individual toward the task before him. So we should regard the public school training which the growing girl receives as first of all an affair of industrial discipline; and we should have her learn to regard her school lessons as plain work-a-day tasks which call for the best of her painstaking effort and patience.

WORK DISTINGUISHED FROM PLAY

If parents and teachers will all carefully draw a line of distinction between the work assignments and the play activities of the child, a point of progress in training will thereby be gained. Perhaps there was really some justification in labelling everything in the kindergarten school as play. But if the kindergarten training of the girl—now arrived at school age—has been rightly conducted, she has been impressed gradually with the idea of that necessity which attaches itself to all good work. At any rate the young learner just entering the grades is brought into a new relationship to her appointed activities. There is now no necessity of trying to make her believe that the assigned work is mere play. On the other hand, she

should be impressed with the thought that the lessons are prescribed, that certain standards of excellence are to be met, and that her promotions are to be earned by her own efforts.

Of course, there is always a possibility of making the little school girl feel that she has been driven to her lessons, but such a thing is far from our purpose here. So, while imbuing her with the thought that the work is serious and something that is carefully prescribed, we should also say much to give her self-confidence and good cheer in undertaking to bring up her assignments. Upon this point it might be well to quote substantially the statement of a good foster-mother who revealed a commendable method of dealing with her eight-year-old adopted child. Her statement follows:—

“My little Edith is eight years old and she is just as dear to me as if she were my own flesh and blood. Yes, I am teaching her to work as well as to play. We talk about her school lessons every day and I try to help her to understand various little matters that come up in relation to her studies. I try above everything else to make her fond of her school and its requirements. I talk to her much about the time when she will be a big girl and a young woman and tell her how glad she will then be that the early lessons were well learned. I remind her again and again that her play will be so much happier in case she has been faithful in her school work. I tell her that it makes it so much easier for her teacher and myself and the other school children to like her when she is ready and faithful in her lesson getting. Edith has been in school one year and is now starting on her second. She and I know a great many things in common about her class work and we enjoy talking to each other about them. It certainly is a pleasure to me to watch that girl grow

and it especially encourages me to know that she is fond of her school lessons, but I have never tried for a moment to make her believe that the school work is play."

BEWARE OF CONTESTS

We, who have studied school matters long and seriously, would forewarn parents against encouraging their daughters to participate in educational contests against their schoolmates. There might possibly be some justification in setting up individual contests for prizes in athletics and in mere games of sport. But we cannot endorse the thought of using such means as a plan of inducing young girls to study their lessons. Do you wish to train your little daughter to match herself point by point against other girls? Do you wish her to look for weaknesses and shortcomings in the others? Do you wish her to have practice in gossiping meanly about the characters of her schoolmates? Then, this personal, school-prize contest—this method of matching girl against girl—will engender all these mean dispositions.

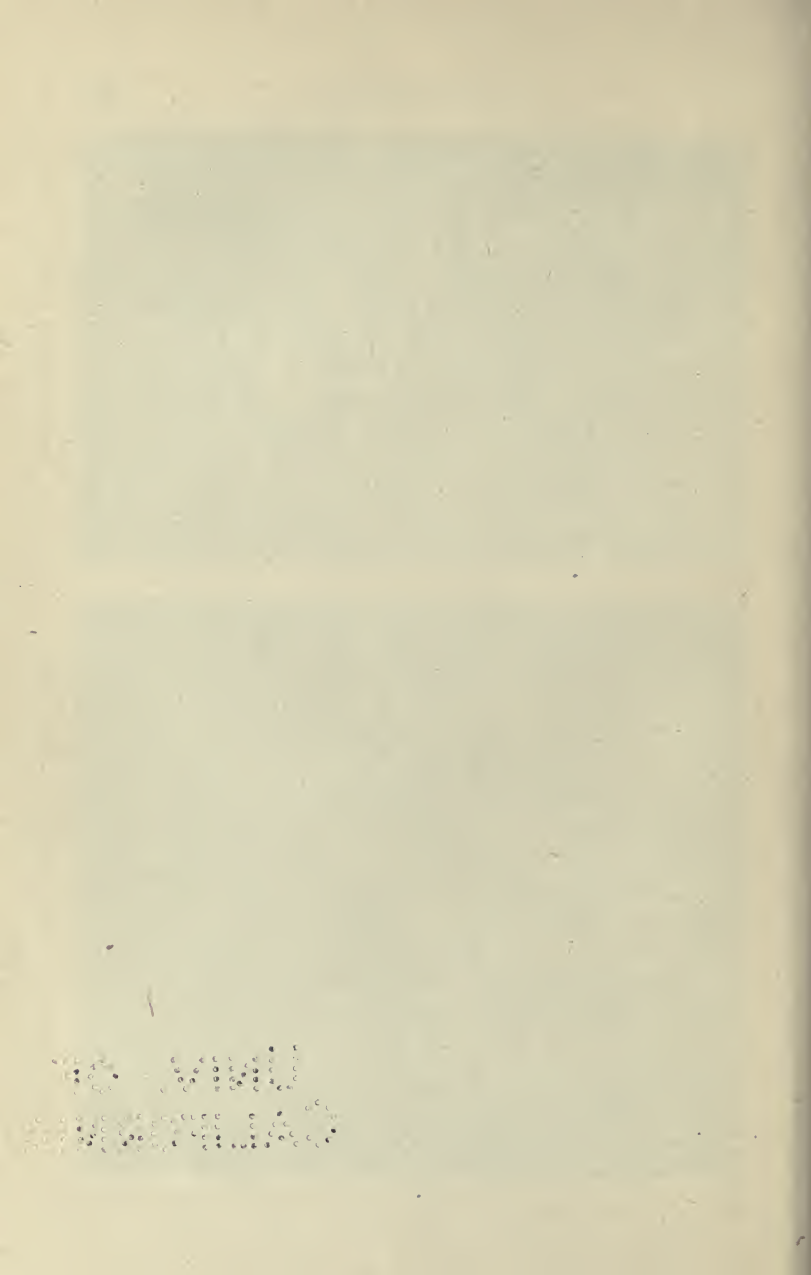
Look forward to the time when your daughter will be a full grown woman, think of her matured life in terms of its love and sympathy and good will for others and you will be the more inclined to emphasize during her childhood days in school, those practices which help her to find and think about and talk about the very best there is in the characters of her schoolmates. It is quite as easy to match your little daughter's best self against her worst self; to have her compare her attainments to-day with those of yesterday; to help her average up her grades in school for one month and determine to outdo her record for the next month. Thus your child will learn to despise, if you will, not some of her classmates, but rather that weaker effort of her own which she feels herself to be



LOVE AND LIFE AND LABOR MAY BE MADE ONE



A "LITTLE MOTHER" AT HER BEST



overcoming. In short, you do not wish your daughter to struggle for supremacy over the little friends with whom she is associated in the class. You rather desire her to strive for supremacy over herself; and you add much new joy and inspiration to her young life in proportion as you assist her in attaining such a position of superiority.

THE RECONSTRUCTIVE METHOD

The author of this book has in mind all the while the thought of a slow-going re-construction of human society. It is his most ardent wish that we all might dwell together in a closer bond of sympathy and good fellowship, and he believes that the public school, assisted by thoughtful and conscientious home training, holds the key to the door of this larger and closer social unity. So the little daughter in school must be repeatedly counseled with about the appointed duties and the everyday experiences therein. Again and again the little one will run home with a quickly-made-up judgment about her schoolmates or her teacher: as, "Nellie didn't recite half as well as I did and she got a better grade"; or "Miss Blank (the teacher) made me stay in for missing my spelling and she let others go who missed as many words as I did." These little tales of disappointment, childish and imperfect judgments of what actually happened, are all regular occurrences in the ordinary home where there are children of school age. Such small matters of school gossip furnish the wise and thoughtful parent many an opportunity for re-directing the effort of the child toward more desirable ends. In such cases the parent is slow to condemn the daughter's supposedly favored classmate and still less inclined to speak disparagingly of the teacher.

We must make our point clear and emphatic here. For example, the little daughter comes home with a story of

mistreatment in the school. It is well to turn at once to a discussion of her own conduct. "It does not matter so much what Nellie or any other girl did, my child, but what did you do? If Nellie has faults she must correct them or at some future time they will seriously hurt her. Are you certain you know all about how she did in this recitation? Were you watching her all the time? And if you were, was that studying your lesson? Did you really do your part in preparing for the recitation? Could you not easily do better another time? How could you study better? And now about Miss Blank, your teacher. Do you know all about what she is doing and thinking? How do you find time to watch her so much? Perhaps she does many things and better things that you do not see, while you are studying."

So, as described above, the parent will seem to defend the little girl's schoolmates and her teacher and to throw the blame for the dissatisfaction partly upon the precious daughter herself. The parent who actually understands school situations will be very slow indeed to allow his child to hear him speak a word of condemnation of the teacher. He may think ill of the teacher, questioning seriously her methods and ability; but if these matters are deserving of discussion such consideration should be taken up with the teacher herself, or with the principal or the superintendent of the schools. In a great majority of cases a father or mother who goes to the school to blame and complain of the teacher will go back with the head bowed partly in shame and partly in humility.

CONDEMNING THE TEACHER

Any parent or patron who feels inclined to condemn wholesale the work done in the public schools should visit

those schools somewhat extensively before deciding to give expression to his condemnation; and in about 90% of the cases he will leave the words of disapproval unsaid. Now, if your little daughter comes home with a story that seems to reflect discredit upon the teacher, withhold your blame and your ill will for the time and go direct to the school for further and definite information. Go less in the spirit of criticism and rather more in the attitude of one who is trying to learn and to assist, than is usually done. Most probably you will be surprised to find in the personality of your child's teacher a devoted and sweet-spirited young woman, one who is more or less over-weighted with the many perplexities common to the ordinary schoolroom; one who is expending more energy in behalf of the well-being of that school than justice to herself would demand; and one who is far more desirous of having the school deal fairly, justly and sympathetically with all the children than you are. Yes, if you want to hang your head in shame because of that wicked little rebuking note which you hastily wrote the teacher of your child, spend a half day visiting the school and observing the many trials and perplexities arising there. It may be said with certainty that in the great majority of instances the fault-finding school parent is largely ignorant of the actual condition of affairs in the school.

So, in case of a disagreement between the parent and the teacher, an honest board of arbitration will usually decide in favor of the latter. The fair-minded parent himself will be inclined to go to the furthest limit in speaking approvingly of the teacher in the hearing of the child and in attempting to adjust the child's difficulties in accordance with every reasonable school requirement. Indeed, it becomes a serious obligation on the part of the parent to take every reasonable measure necessary to

make the little daughter thoroughly fond of her teacher and happy in the performance of her lesson tasks.

MASTERING THE LESSONS

It may appear singular that we should delay a discussion of the lesson-getting tasks so long, but we have been far more interested in the school girl's general behavior, and especially in her attitude toward her teacher and school-mates. We may feel assured that the matter of preparing the lessons will tend to take care of itself, provided the little student be fond of her school and enter enthusiastically into all of its vitalizing movements.

Pupils ranging below the seventh and eighth grades should be required to do no studying at home. For these grades the parents' duty in respect to the lesson preparation will consist largely of informal talks. It will be necessary in this connection to keep in touch with the general progress of each study pursued and to see that the child keeps up with the average member of her class. A direct question or two put to the pupil herself will be the means of discovering her attitude of mind toward any given lesson topic. Is she attempting to do the assigned work? Is she desirous of keeping up with her mates? Is she anxious to please her teacher? An affirmative answer to the foregoing questions will most probably satisfy the inquiring parent that good progress is being made.

Throughout all the inquiry, the suggestion and discussion concerning the assigned schoolroom duties, the home trainer should have no thought of placing the daughter in an attitude of envy and rivalry toward her school-mates. It is a serious mistake for the parent to join the child in the school contest, even though the child may seem to have an excellent chance to win the prize. Hatred, strife, bitterness of feeling, and all other such evils, are

the first fruits of the hand-to-hand fight that goes under the name of a prize contest. You do not desire to have your little daughter stand above her mates, but rather to rank high along with them, and to be strong and noble, partly by virtue of the fact that she is working in harmony and good fellowship with them.

HOW MUCH HOME STUDY

As stated above there should be only irregular home study on the part of the seventh-grade school girls. A half hour one or two evenings per week spent in bringing up some rather unusual task will be the maximum. And even in the eighth grade the assignments should be such as not to require more than an average of thirty minutes' study during the five school-day evenings at home. If, therefore, the instructor of your daughter should impose heavy assignments requiring much fatiguing home work, radical steps should be taken to inquire into the matter. It is worth more to all concerned for the growing girl to continue in an attitude of buoyancy and good will toward the school than to have her to settle down into a habit of hurry and worry in an attempt to become a brilliant scholar. For, remember, the pupil is not for the school, but the school exists for the sake of the child and his character unfoldment. If the teacher seems to be driving the young pupils overmuch—if his ambition appears to be that of covering so much book work, rather than that of developing so much character in the pupil—then, call him to task, remonstrating with him first, and afterwards, if need be, with the superior officers.

WHAT OF THE CHILD'S HEALTH

There may be no reasonable doubt of the fact that good physical health is the only sound and substantial basis

for satisfactory school progress. The child which is suffering from some physical ailment may keep up with his classmates, and at times he may even lead them all in the matter of reciting and earning grades. But if the child is suffering from ill health all this brilliant school work is bought at the expense of too much nerve strain; and some future time will exact a heavy toll of interest upon the debt. It is not a difficult matter for the conscientious parent to determine whether or not his little daughter is physically sound and well enough to pursue the school lessons. For example, What about the child's eyes? Does she see reasonably well and enjoy the benefit of ample light while working in her seat? Do her eyes ever pain her? Has she ever complained of headache? Does she ever remark that the "letters run together" while she is reading? If there proves to be even the suggestion of any eye defect, consult a specialist and bring about a speedy remedy—this is the only reasonable rule.

Then, How about the child's hearing, Is it normal? A careful test of the hearing ability of all the children in a schoolroom will show a wide variation. A slight degree of deafness means that a certain percentage of the words uttered by others are not heard and therefore not understood. Let the adult perform the following experiment: Pick up a page of typewritten manuscript of, say, 300 words. Let somebody erase at random one or two words out of each sentence and then attempt to get the meaning from one reading. This test will indicate in some measure the great disadvantage in which the slightly deaf school child is placed. But suppose it were not merely one page but that all the pages were marked as stated above; then, the reading would become so difficult that you would tend to lose interest in it. So with the child that ranges below normal in his hearing. He tends to fall into the habit of

not listening, and thus he loses the chief benefits of the oral recitations in the school.

Other possible physical defects of the little daughter at school are those which interfere with the respiration and thus lower the vitality and mentality. Adenoids are first thought of in this connection. If the child breathes through the mouth such is a very direct indication of the presence of adenoids; and so the case might as well be taken at once to a specialist for examination and treatment. As a rule, the child suffering from adenoids is dull and slow to learn. There is apparently for him an obstructed flow of the purified blood to the brain centers. He seems to be more or less low in vitality, to secure imperfect recuperation from his sleep, and frequently to show a listlessness in respect to practically all the juvenile activities. The removal of adenoids has improved the mentality of many a child twenty-five per cent. or more.

A further warning in respect to the health of the school girl is that touching her tendency towards nervousness. One cannot be too careful to see that the child has a well-regulated life during the school period, which is an excellent means of keeping the growing nervous system in order. Wholesome food suited to the child's age; the avoidance of many sweetmeats, or irregular meals; a regular time for going to bed and rising; a maximum of outdoor exercise and invigorating activity—these are some of the matters that suggest an evenly balanced physical life for the school girl and a reasonable safeguard against nervous irritability.

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CHAPTER IV

HOME AND SCHOOL CO-OPERATION

ONE of the most cheering signs of the better times to come and of the higher level toward which our modern society is tending is witnessed in the many co-operative activities in which the school and the home are now participating. Indeed, the day is well-nigh at hand when it will be considered a mark of low breeding and unworthiness for the parent having a child in the public school to neglect all active participation in the life and progress of that school. So, in order that the well-wishing parent may if possible have presented to him some specific and feasible suggestions for his becoming a vital factor in the school progress, we shall now indicate a few lines of home and school co-operation.

THE PARENT-TEACHER ASSOCIATION

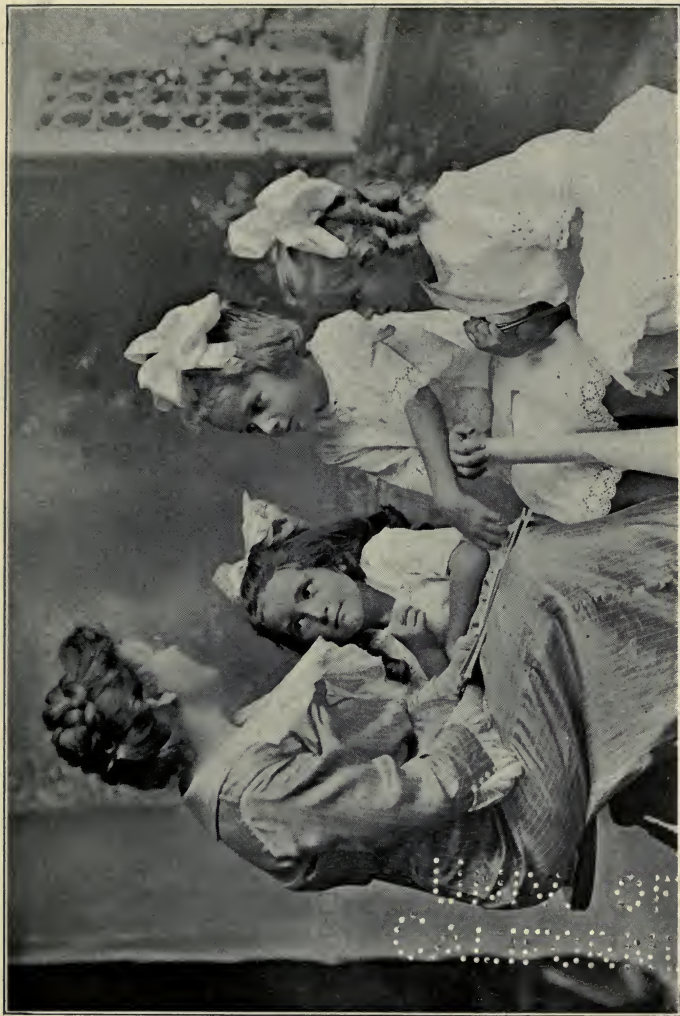
One of the greatest public-school movements of modern times is that which has been organized under some such title as the one above. In effect this organization is a plan for linking the best thought of the parent with the best thought of the teacher in a forward movement in behalf of the child in which they are both interested. The old-fashioned way was to ignore the school until it got into trouble with the child, and then to engage in a more or less bitter contention with the teacher and the school authorities. In that day a visit to the school by the parent usually meant the beginning of trouble. But this estranged and unfamiliar relation between the school and

the home is being rapidly transformed into one of co-operation and yoke-fellowship. In every part of the nation, and especially in many of the eastern cities, there are now well-organized parent-teacher associations; and in some of these places the father or mother of the school child is considered an *ex-officio* member.

What an opportunity for the parent who loves his own child and earnestly and anxiously desires to have that child make good progress in the school! If such a father or mother will unite with an active parent-teacher association it may be said that he will learn more during the first year of active interest in this new movement than the child himself will learn in the school. Indeed, to many a parent this is the first and greatest opportunity for the discovery of what child life really means.

"Oh," you say, "I know all about my child! I look after her health and her clothing, send her to school on time, see that she keeps up with her class, and all that. Now, is not that my full part?" No, we answer; it is not. You do not know your child through and through until you have come into contact with many other children, those who have been born and reared under many different circumstances. All this first hand observation of the activities of other children will send you back to your own child with a new flood of light upon the problems that relate to his progress and development.

Is the work in the home too heavy for you, Good Mother, and for that reason can you not afford to go into the home-and-school association? Then, we answer again that participation in this out-of-home club will lighten the burdens of the household, and will give you so much new strength and inspiration for the bearing of those burdens and for the management of the children about your feet, that you will tend to go on your way rejoicing.



"ONCE UPON A TIME A GOOD LITTLE GIRL—"

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There is danger that even the thoroughly good and well-meaning mother may become an irritable slave to the routine duties of her household, largely because of the fact that she stays too closely at her post. So we recommend that she become an active member of the local parent-teacher association; and if there be no such organization, we earnestly urge that she take the initiative in the matter of bringing one about.

HOW TO ORGANIZE A SCHOOL AND HOME CLUB

Let us keep to our subject and think largely in terms of the problems that center in the life of the common school girl. Just how may the well-meaning mother proceed to bring about the organization of the parent-teacher club? Interest, enthusiasm and agitation—a little of these put into active use and they begin at once to grow. Then more of the same thing and the problem begins to take hold of one's whole being and to pull him along toward success. Go to the school once or twice per week, talk to the teacher sympathetically about the school and home relationships. Ask her what you can do, not so much in behalf of your own child's progress, but rather as a means of making that child contribute more worthily to the success of the entire school. Ask the teacher concerning her best ideals for bringing home and school life together. Then go to the neighbors who likewise have children in school, and inquire as to their methods of dealing with their children's school affairs. What criticisms have they upon the teacher's methods, upon the conduct of the general school work, and upon the policies of the school authorities? So you go about among all, inquiring, suggesting, discussing, until you find a few others who are ready to go into your new project.

The first meeting of your prospective association may

be a very informal affair. It may consist of two or three good mothers and the teachers of the building coming together for a brief discussion of matters that have grown out of the school work of the day. Questions and replies here go around spontaneously, and out of this informal meeting there will easily come the beginnings of a permanent organization. It may be that you have taken the precaution to write for literature on the parent-teacher club movement. The National Congress of Mothers, Philadelphia, The Public School Association of New York City, or the National Institute of Child Life, also at Philadelphia, will give much definite help and information. Before joining the new movement of the kind we are recommending, the parents naturally wish to have a report of the progress already attained elsewhere. It will prove a great stimulus to action, if you can report a large amount of such activities already under way in other places.

HOW TO CONDUCT THE CLUB

So, we urge again, if you wish to do the very best possible in thought of the unfoldment of the latent beauty resident in your little daughter now at school, that you should participate in this home and school association. But although you have presumably been the most active in perfecting the new society, it may be well to see that others are elected to the honor of holding positions therein. As a rule, one of the teachers should be selected as president of the club—probably some young woman who possesses tact, enthusiasm and good judgment.

Now the next important step is that of making out a program of topics for the discussions; and in this connection the most common fault is that of making the topics too broad and general. Avoid in every possible way

mere theories and generalities. Even enthusiasm will die quickly unless it has something definite to do. So in making out a list of topics, two matters in particular will guide the members of the committee: (1) Select only topics that are simple, definite and concrete; (2) In so far as it is possible, select speakers who know from actual experience something about the topics assigned. The sources of information referred to above will be glad to furnish outlines, plans, small programs, methods of conducting the work, and the like.

Another excellent means of making the program a success will be that of supplying each participant with definite literary helps or with at least references thereto. This last-named service is performed by the well-made syllabus. But if such an outline be not available, then some member who knows most about the home library and its contents may render the service. The National Institute of Child Life, of Philadelphia, publishes monthly a little pamphlet giving a résumé of the child-welfare articles in the magazines, and this valuable document may be had at a very trifling cost.

The program committee must be cautioned about assuming that the ordinary well-meaning, enthusiastic mother naturally knows enough about the topic assigned her, to discuss it helpfully. On the other hand it may be reasonably assumed that she cannot give a good, stimulating discussion of her topic without some study and reference reading. In the case of one small club of the kind here mentioned, a certain mother possesses a large number of fresh, new volumes treating the child-welfare subjects. This good mother lends out her private library books, selecting a suitable one for each topic on the club program, and requiring the borrower to return the volume promptly.

GETTING THE POINT OF VIEW

We are so deeply concerned about this matter of a parent-teacher club in connection with every school that we shall now go more definitely into the discussion of the program topics. Our thought in doing this is not merely that of improving the work of the school; it is not merely that of assisting the mother in the problem of keeping her daughter well up with the progress of the school. Our purpose is largely that of the better community life which is certain to grow out of all this co-operative activity. The community must be thought of as one and not many. Classes, castes, factions, cliques, and the like, are all more or less obscured in the wholesome community where there is aggressive team work and co-operation. Now the school is not for the sake of the discipline; it is not for the sake of the lessons, the grades, and the promotions; it is not for the sake of the teacher or the board of education; it is not even for the sake of the individual child. The best justification of the common school is this: It makes for a united community; it inculcates sympathy, good will, co-operation, personal self-reliance, and loyalty to the best interests of the whole of humanity. If we can but draw the central thought of the common parent away from the idea that his child is to be trained to enter into combat with the world, trained to secure the good things of life through shrewd and cunning activities intended to wrest such things from somebody else—if we can get this erroneous point of view out of the mind of the parent and induce him to think of his child as in process of unfolding numerous latent possibilities common to all the children; to think of him as in process of learning day by day in school and out, how to enter co-operatively into the great life of the community

and the nation—then, we shall have gained a strong point of vantage in behalf of human welfare. And rightly thought of and organized, the new parent-teacher movement will contribute toward this higher and better community life.

TOPICS FOR THE PROGRAM

In order to show how the discussions of the parent-teacher club might well go on, we shall now name a few topics and suggest methods of treating them.

Home Study. We raised the question above as to how much the child should study at home. Your daughter is growing larger and stronger each day. She is passing up through the grades. The lesson tasks are slowly growing heavier and more numerous. How much should she study at home? This topic, treated generally, is sufficiently important to occupy one entire period of the club meeting. What is especially desired is a full exchange of ideas among the parents and teachers present, and a full statement of the situation in which each one works. If it is desired that the topic be subdivided we suggest the following for the afternoon program:

How Much Home Study for Pupils.

1. Boys, seventh grade and below.
2. Girls, seventh grade and below.
3. Girls, eighth grade and above.
4. Boys, eighth grade and above.

One parent and one teacher may be assigned to each topic, the one to offer a well-prepared ten-minute paper, and the other a five-minute discussion of the paper.

The Schoolground Discipline. While the author contends that the children at play are quite as much in need of a leader and instructor as they are in the class room, our present school equipment is not such as to allow for a

regular, hired school playground leader. Usually the teacher's full strength is required to conduct the classes and maintain good order within. Therefore, she can go only occasionally upon the schoolground during the play period. And yet, much of the most definite and important learning of the whole school comes from the playground activities. The children are acquiring good or ill practices there quite as actively as they are in the class room. Under present circumstances, how can this situation be reasonably well dealt with? The parent-teacher club may well consume another hour in the discussion of this affair. The following program is suggested:—

Morals on the Playground.

1. What my boy hears and sees on the playground.
2. What my girl hears and sees on the playground.
3. Directing the playground activities of the girl.
4. Directing the playground activities of the boy.

One or two parents may discuss each of the first two topics and one or two teachers each of the second two. Out of it all the teachers should learn, first, what good or evil lessons are being derived from the playground activities; second, what re-direction may appear to be feasible for the same activities. Then, the parents may receive many suggestions as to how the home can co-operate in the improvement of the playground morals.

Home Industry. The problem of requiring the school child to help with the home work is always a vital one and it is especially an important one for the parents and teachers to discuss together. A survey of the situation will show that some children are doing heavy home duties regularly, while others are doing nothing of the kind. Reports in the case of two little girls in the same sixth-grade class showed that one was devoting an average of three hours per day to the house-helping tasks and that



A HOME THEATRE AND THESE SISTERS ARE BETTER FOR IT



the other was not even dressing herself without assistance. Yet, both were expected to do the same amount of schoolroom work. The free and frank discussions and reports of the members of the club cannot help but bring out startling revelations of irregularity and unevenness relative to the home industries of the children. The following topical outline is suggested to guide the discussion:—

Home Industry for the School Child.

1. What and how much work my pre-adolescent boy does at home.
2. What and how much work my pre-adolescent girl does at home.
3. What and how much work my adolescent boy does at home.
4. What and how much work my adolescent girl does at home.

This program implies a clear subdivision of the topic and that each participant is to discuss a concrete case, naming the age and grade of the child and including a definite statement as to the kind, nature and amount of the work. After this discussion the parents will nearly all naturally possess a fuller understanding of the whole problem of home industry for the school child, and many will doubtless be ready to make the necessary re-adjustments. The mother whose little daughter does absolutely no home tasks will be placed in quite as unenviable a light as the other one whose child is required to perform an over-amount of such work.

A NEW METHOD OF GRADING

We are especially desirous of making this volume treat of the entire life of girlhood and young womanhood; and

in thought of this fact we wish to remind the reader of a new and very promising condition that is now arising in the most progressive public schools. It is this: There is now a disposition on the part of the most thoughtful and modern school officials to test the pupil in respect to every possible type of ability and to give credit for every worthy thing the pupil may be able to do. The old school narrowed the child down to a few book subjects and graded him high or low in accordance with his ability to pass in those subjects, while it gave little or no heed to ability that lay outside of the school course. But the new method calls for a much wider schedule of tests, and for a graded evaluation of the pupil's home work as well as that of the school work. The girl who makes an average grade of 95 in her several text-book subjects, and yet who never performs a single home duty is too often exalted above her true place in the school society. Some other girl who happens to make a very low average in her class-room subjects, and who at the same time proves to be a splendid home helper, is usually rated far too low in the ordinary school. In order to put a check upon this false and one-sided classification and ranking of pupils there is now an interesting and very commendable method of grading in home work as well as in school work.

Let the parent turn over the monthly report card when it comes from the teacher, showing the grades made in the several subjects, and write on the back the grades for the course of home discipline offered below. Of course the child will not be doing all these home tasks at one time. And then, let there be made an average of the home and the school grades. This will probably give a much more fair and just rating for the daughter than is set forth by the class-room grades when standing alone. If one should desire to use figures instead of letters, then

let him assume that E represents 90 to 100; G, 80 to 90; F, 70 to 80; and C, below 70.

THE HOME GRADE CARD

1. Washing dishes	:	:
2. Sweeping and dusting	:	:
3. Bed-chamber work	:	:
4. Preparing meals	:	:
5. Waiting on table	:	:
6. Darning and mending	:	:
7. Plain sewing.	:	:
8. Fancy sewing	:	:
9. Household management	:	:
10. Taking care of room	:	:
11. Tending the baby	:	:
12. Personal hygiene	:	:

Note, Grade as follows—

E=Excellent

P=Poor

F=Fair

C=Condition

G=Good

WORK MUST RECEIVE RECOGNITION

There are two distinctive services to society to be derived from this new method of grading school pupils on their home duties. The first very desirable result is this: Common industry will become more and more respectable as an occupation; it will become a topic of schoolroom gossip; its various detailed aspects will receive thoughtful consideration; the teacher will fall into the habit of commending the various types of home industry; and the children will perform such work with credit. By slow degrees the shielded and spoiled and over-rated pupil—who is a mere book worm and non-industrial—will be placed in an unenviable position before the eyes of all the pupils.

Thus the epithets, "slow," "backward," "dull," and the like may be made to apply to the child who is not mastering his home work as well as to the child who is not mastering his school work.

Parents may as well get ready for this new order of things. We have long been regarding the schoolroom instruction as a matter of course and necessity. Expert authorities have prescribed the work there. Now this same systematic mode of treatment is about to be applied to the home industries suitable for the education and training of children. We have long been requiring the girl to pass in reading, grammar, arithmetic, history, and the other book subjects. We are now about to require her to pass in dishwashing, dining-room work, plain sewing, and baby tending. And when we have carefully assigned this full course of study to all common school girls and have required them to make a creditable showing in all the subjects of the new course—then, we shall have performed a distinctive service for society at large. Thus the personality of the ordinary young woman of the future will have been made rich and deep in sympathy and service, full and strong in force and magnanimity, serene and poised through the inclusion of the higher things of the spirit.

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CHAPTER V

THE HIGH-SCHOOL GIRL

THE ideal young girl just entering high school is about fourteen years of age. She is sound in her physique, sane in her quality of mind, and buoyant in her thought of the future. She is radiant through and through and all over with a life that is just now in process of unfolding its best and most beautiful latent energies. She is at this time distinctively social in her thought and disposition. This is the period of the young love dreams of the girl, and a time when her personality, her point of view, her attitude toward life and things should be respected and deferred to more than ever before. If we can induce the reader to appreciate the great significance of the fact that the fourteen-year-old girl is undergoing a rapid transformation; that she is stepping into a social world, new, strange and very enticing to her; that everything she thinks and says and does has some reference to this new-found world of society—then we shall all stand together in a position of great advantage in our serious attempts to give this young high-school girl fair counsel and guidance.

THE DANGER OF CONFUSION

A freshman high-school girl is in the act of emerging from a period of mere giggling girlhood, and there is great danger of confusing her girlhood just now dropping away and her young womanhood just now emerging. We are likely at this time to require her to continue in the routine duties that fit her common-school age and to add to these

the new requirements suited to the high-school age. As a result of it all, not a little confusion and unfairness may obtain. Over-work and over-speeding too often mark this first period of young womanhood in the case of the high-school girl.

Dr. Wm. P. Northrup of New York University, is quoted at length by the Literary Digest (Volume 32, Number 11), upon this subject of over-working school girls. He asserts that in one month the New York clinics for diseases of children and for the diseases of the nervous system "received a crop of worn-out school-girl neurasthenics," and by way of example on this subject he describes a typical case of the ambitious student who is so often the victim of the strenuous school life:—

"She hurries home from school, is never late, takes a few minutes of outdoor play because some one else has prescribed it, runs home, curls up, and studies hard till the evening meal. This meal she engulfs in the shortest possible time, slips off her chair, and is at her book again. She is the conscientious pupil, and studies until some one insists on her going to bed. . . . This audience can easily imagine several physiological functions impaired by worry and haste, and some daily needs possibly postponed till Saturday and Sunday. They will wonder where the dweller in crowded districts may, in such strenuous life, snatch a few hours of tranquil, daily recreation in outdoor sunlight. They may wonder how the nerves in this strenuous existence are to be daily completely nourished and rested. Alas! such nerves are neither rested nor nourished, and they fall daily further into arrears. They may drag on till early spring accounting. In March is the Feast of St. Vitus.

"It is well to reflect on the critical physiological changes which our little student between eight and thirteen years

of age is undergoing. She is manufacturing rapidly new cells; she is building great additions in bone, muscle, and glands; she is developing, training and disciplining her cerebrospinal and sympathetic systems; she is changing her milk teeth for tearers and grinders, preparing for heartier food. The adolescent girl is further developing a new function; is passing from infant life to maturity; is experiencing a change of such critical magnitude that all nature appeals to the generous impulses of human protectors to lighten her burdens, to safeguard the best interests of the budding woman and future mother."

IS THIS DESCRIPTION TRUE?

In the article cited above, Dr. Northrup has described so ably and fittingly the neurasthenic high-school girl that we feel justified in continuing the quotation at greater length. He says:—

"Do not put the subject away with the thought that the story of the overworked and under-nourished growing girl belongs only to a big city, to the tenements, and to the ignorant. Would it were limited to the last named; for they are most teachable and quick to reform. If you look to your choicest families you will often find them getting up late, that breakfast is late, that the father rubs his swollen eyes and scolds between his morning paper and his coffee because of this disagreeable rush and haste. His last night's nerves are disturbed by his child's early morning start. You will agree with me that in many of your most intelligent families the child's life and duties are not the first consideration of the mother or father. The girl begins her first strenuous life in unsympathetic surroundings, gets up a high degree of momentum in the inertia. Only in Wall Street will nerves again be found so thoroughly

a-tingle. If this be the case with our best families, how much more is it true of the crowded tenements?"

WHAT IS THE REMEDY?

Finally, after a further description of how the over-strenuous school-girl brings on her alarming case of nervous excitement, Dr. Northrup suggests a number of very sensible remedies in the following paragraphs:—

"Not one physician here present but can easily recall cases in which the girl, after six hours of school, practices one or two hours on the piano, goes to dancing-school twice a week, has some added lesson at intervals. On Saturdays there are children's parties, matinees, and often children's excursions for concerted studies of this or that. All these are well enough, but they leave the girl scarcely any time for relaxation and outdoor loitering or light exercise. From the first days of the term she has insufficient sleep, becomes deeper and deeper in debt to it, as a consequence of becoming more and more nervous, more intense, irritable, impatient. . . .

"The subject of school hygiene is large, and I have purposely refrained from attacking it as a whole. Much is being thought out in the line of ventilation, air space for each pupil, and the like. My special interest is that of providing roof-gardens, where the children can play games in an upper air comparatively free from dust, from dangers of collision and accident of the street, and from the contact of vicious and unclean passers; or worse, those who do not pass—loafers.

"The subject of dividing the time, so that the youngest children shall have short consecutive hours and frequent intervals of air and exercise needs consideration. This is now under collective investigation. In large cities where there is choice of two evils it is often better to corral the

small children frequently and briefly than to leave them to roll in tenement halls or play under feet in crowded and squalid thoroughfares. . . .

“In many families there is a habit of sitting up late. . . . Children either sit up with the adults; or, if they go to bed, their early sleep is disturbed because of bright lights, noise and confusion. The family physician, in fathoming the causes of failing health, may well inquire among the details of daily life for explanation. . . . Further causes of worry to the child are the indiscreet conversations of the parents. At breakfast the disgruntled father utters a chance remark that the family is rapidly nearing the poorhouse, that all is lost. Having uttered it, he goes out into the open air, humming ‘Annie Rooney,’ and quite forgets what he has said. Not so his little girl. The unmeaning remark sinks into her mind, she broods over it, her breakfast does not digest, she furtively weeps, and at night sobs herself to sleep. This needless apprehension arises from a thoughtless remark which adults would entirely understand.”

CHOICE OF A HIGH-SCHOOL COURSE

The last few years have witnessed marked changes and differentiations in the high-school course of study. At the beginning of the twentieth century there was as a rule only one secondary course of study available for young people, and that consisted of a traditional arrangement of Latin, mathematics, literature, and a smattering of abstract science. But the new high school is succeeding more and more each year in making itself what it pretends to be, namely, an institution for the whole people. Instead of one course as formerly there are now many courses, each one arranged to suit the needs of some class of society.

In consideration of what has just been stated the parent cannot reasonably be satisfied with having merely sent his daughter to be enrolled in the high school. He must help her decide what course to pursue, and in doing this he must consult first her individual taste and disposition, and second, her probable destiny as a full grown woman. No matter how attractive the place, how able the instructor, and how well-equipped the school, the young woman will not make satisfactory advancement in her classes unless she be allowed to pursue some course that appeals enticingly to her inherent interests and desires.

WHAT OF DOMESTIC MINDEDNESS?

It is probably a very serious error to assume that every healthy minded young woman is instinctively desirous of taking up a course leading toward domestic life. Although probably the great majority of them incline more or less strongly and even fondly toward some phase of the home-making occupation, it has been proved beyond a doubt that a considerable number are not instinctively so domestic minded. In his survey of the question of a prospective vocation for young women, the author has had occasion to question in a systematic way several hundred girls. A small number of these, perhaps five per cent, have given assurance that their inherent tastes never have been of a domestic type; and yet these girls have always been sound and well physically and mentally. A typical case of the type of young woman here under consideration was that of a twenty-year-old college sophomore girl who thus far had resisted all the persuasive efforts of her parents and friends to incline her training course toward one of domesticity. At least, at that stage of her development she was still firmly set in her purpose to work out a non-domestic, independent career. Very probably to

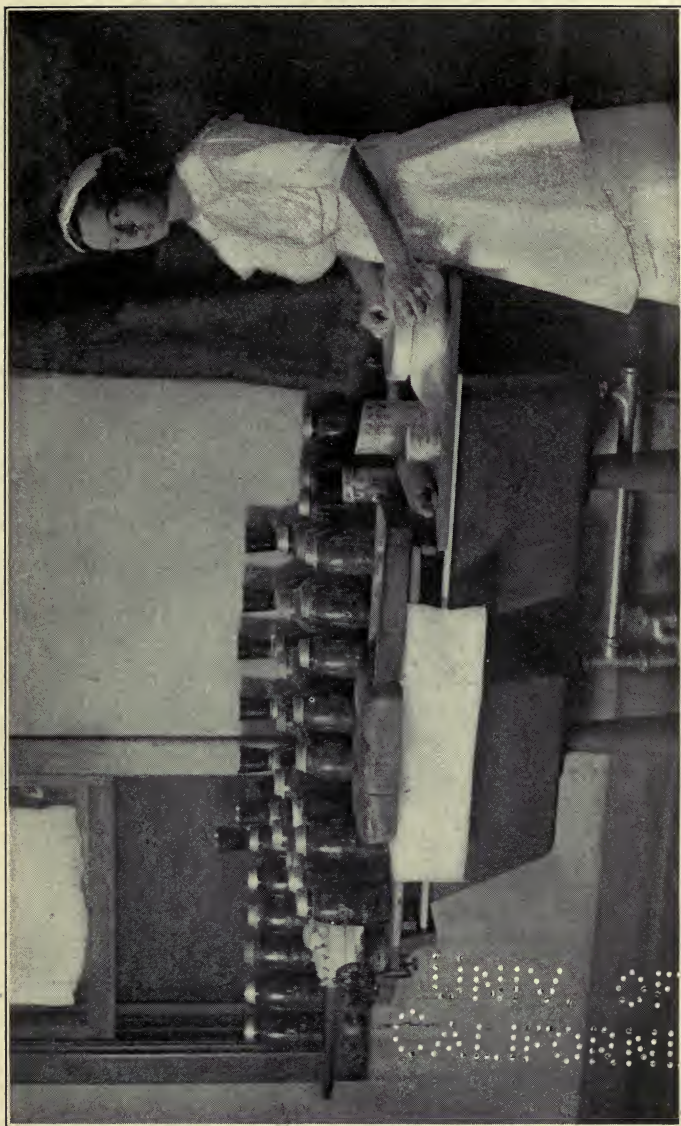
force such a girl to take up the home life would be little short of calamitous; and also very probably the carrying out of her native bent and determination was the only certain means of making her life a happy and successful one.

THE COURSE IN HOUSEHOLD SCIENCE AND ART

Notwithstanding what we have stated immediately above, every normal girl should most probably have an opportunity to perfect herself in household science and art. A wide and careful observation of growing girls of all ages brings conclusive evidence that the great majority of them begin in early childhood to show an inherent interest in the affairs of the household. If turned loose and allowed to follow their own inclinations, their play and make-believe activities nearly always confirm this statement.

But when confronted with the taking up of a high-school course in domestic science, the young girl may show an adverse disposition which has its history, not in her inherent nature but in the fact that she has been more or less spoiled. If at fourteen years of age the girl has thus far never been trained in the simplest household tasks; if she has always been surrounded by servants and others who have been ever ready to baby her and satisfy her whims; if she has been taught to believe that household industry is degrading and beneath one of her station—in case of one or all of these acquired dispositions, the school girl may assume a very firm adverse attitude toward the course in home economy.

Now, if the parent of such a girl as that described immediately above feels satisfied that his daughter will find her best life interest through the stimulating influence of a course in household economy, he may find it both



SHE IS JUST AS MUCH AT HOME IN THE CLASS ROOM AS AT THE PIANO

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advisable and practicable to take the girl to a school where this particular kind of training is emphasized above all others and where to pursue such a course will be the popular thing to do. Many a young girl has had her entire life transformed through such a change of place as the one here recommended. In the new and well-selected school of domestic training the adolescent girl really discovers another self than that upon which her attention has been fixed, and she soon makes out a new and enticing ideal for her future life.

COMMON-SENSE INSTRUCTION

It is an easy matter to assemble a group of "high minded" and ambitious high-school girls in a class to be instructed in fudge making and presiding at a pink tea. Moreover, these forms of instruction may be exceedingly important, but they are unquestionably the finishing rather than the beginning part in a course of domestic economy. But we take it that the serious-minded parent of the adolescent girl is anxious to have the daughter learn first of all the plain, simple household duties. Plain cooking, plain sewing, plain serving, and plain everyday living—these ordinary matters very probably constitute a fundamental part of the acceptable high-school course for nearly all young girls. And once the ordinary girl has had her life well defined and grounded in the principles of these common things she has certainly made all the necessary beginnings of a beautiful and happy career.

Yes, there is ample room for music and poetry and flowers and fudge parties and pink teas for the girl who has been trained and grounded in plain, ordinary domesticity. And what is better, after such a fundamental course in household economy there accrues to the girl having mastered the course such a sense of inner worth,

such a feeling of poise and self-supremacy, such a direct means of detecting and knowing and recognizing the true worth of character in others, that her entire future gives promise of becoming one of great joy and satisfaction.

THE VOCATION NOT OVERLOOKED

We shall not overlook the very important matter of directing the growing girl toward the best available life occupation. An entire division of this volume is to be devoted to that particular matter. Neither have we overlooked those other important affairs that grow out of the instinctive disposition for play and sociability. These, too, will have ample space for treatment. For the present, however, our interest is centered upon two aspects of the high-school girl's training: first, the directing of her experiences along lines suggested by her instinctive desires and dispositions; and second, the discussion of those problems which arise in practically all the high schools and vex and perplex both parents and teachers.

We can scarcely over-emphasize the distinctive point of view and method of this volume. It is this: To find what is inherent in the young girl's nature at every single stage of her development and to direct her training along the ways suggested by this instinctive type of prompting. The author's faith in the ordinary girl—and that means practically all of the girls—is very deep and abiding. But it is his understanding that this faith in the inherent sublimity of the life of the common girl can be actualized only through the application of sane and well thought-out courses of training to every stage of her growth. Play, industry, sociability, vocational adjustment, service of one's fellows and of the Supreme Being—these are the great ideals of training for any common life; and they are

great because of the significant fact that they are expressions of the inherent nature of the human individual. So, if the reader will bear with us to a greater length, we shall now go back to a further consideration of our chapter topic.

THE HIGH SCHOOL MAY NOT FIT

A careful inquiry into the whole situation may satisfy the parent that it is inadvisable to send the daughter to the local high school or to any other institution of its class. But such a decision is most certainly a serious one and perhaps it should not be made until after expert advice has been consulted. The parent who is seriously in doubt as to the best thing to do next in the training of his adolescent daughter might receive very valuable counsel if he should write a brief sketch of the case and present this outline to such a high authority as Dr. G. Stanley Hall, and ask for expert opinion. Many high-school girls dislike some part of the prescribed course of study, while not a few of them resent certain text-book subjects to the point of quitting the institution as an alternative for pursuing such courses. Therefore, it is imperative that the parent and teacher co-operate in bringing about a pleasing adjustment of the girl to her high-school course. Her instincts and desires are now so strong as not safely to permit of any violence being done them through the medium of an artificial and enforced course of learning. If there be in the curriculum many subjects that are extremely distasteful to the adolescent girl, probably it will be advisable to have her withdraw from the institution and pursue a short course in some vocational-training school elsewhere. The vocational school for girls will be described in a chapter to follow.

DEMOCRACY IN THE HIGH SCHOOL

As stated above, the adolescent period of the girl is distinctively one of social awakening. It is what the author has called the first "who's who" period of social development. The inner, secret mind activities of the girl are now predominantly social. This inherent tendency toward sociability has its correlate in a number of most significant organic changes. The girl is entering the bright bloom of womanhood. The sex organs are assuming their full mature forms. The strong, fresh current of new blood is coursing through the organism; strong psychic feelings now pervade the entire being; many of the thought processes are now such as make all things new. These are all parts of those great living processes which constitute a most interesting epoch in the miracle of life. Verily, the world might worship here at this great shrine of the adolescent awakening; for all of its song and its poetry, all of its sorrow and its tragedy, all of its beauty and its sublimity are traceable either directly or indirectly to this one mighty divine source! So let us go reverently as we proceed to give the adolescent girl counsel and direction for passing through this exhilarating course of mystery and divinity. Let us go to her rather as a learner and interpreter, than as one who would drive and compel her. Appreciating then as we do the point of view and the instinctive nature of the adolescent girl; knowing as we certainly must that her native and unspoiled tendency is to meet all on a common level of sociability, let us see what might be done to preserve this beautiful spirit of democracy during her high-school career. And as we approach our new task let us expect to find at first not a little that is crude and unrefined in the natural conduct of the young girl.

THE SPIRIT OF DEMOCRACY

In the last paragraph above, use was made of the word "unspoiled." Those who have studied human life at its fountain source are inclined more and more to the belief that children are thoroughly democratic in their first social tendencies. They are instinctively fond of playmates but naturally give little or no heed to the social rank of the other children. The little daughter of the ruler of the empire or of the money king will play fondly and innocently with the children of the slums and alleys until the distinctions of dress and manners have been pointed out to her. One by one the flaws and imperfections in the character and adornment of her playmates may be made known by the parents and at length she will have acquired a body of social sentiment making her conscious of her particular rank. Social distinctions are acquired more readily by some than by others but probably all have to be taught how to make them.

Now, it is not the purpose of the author to urge that there is naturally only one social rank. It is not his purpose to recommend that the parents try to make the growing daughter continue to be a free and open associate of all ranks and classes of society. Social sympathy and genuine good will to all is rather the goal of our instruction here. So, if the high-school girl has thus far been allowed to meet and greet all classes freely; if she has been taught to be courteous and kind to all; if she has been trained and disciplined through the performance of the ordinary household industry best suited to each year of her age thus far; if she has been taught to understand and to appreciate the full advantage of a genuine character, she will now be inclined toward democratic conduct in the high school.

So the beginnings of a substantial democratic character have in reality already been made before the high-school period is reached, and the process of training from that period on consists chiefly in giving the right sort of home counsel. The home problem here is largely one of interpretation. The daughter comes home with gossip about her school. She naturally has much more to say about the social conduct in the school than she has about the lesson topics. The parents' chief part in the conversation is that of reminding the daughter—in indirect ways, of course—of the very great value of a genuine character within. For, after all, it is not so much the matter of what other girls say and do as it is a question of what our own daughter is in point of personal worth.

THE DISCIPLINE IN ONE HOME

In the restrictive part of a city of about 250,000 people there stands a beautiful residence which must have cost \$40,000 or more. The place covers half a city block and has all the ideal attractive appointments; as, shaded lawn, flower gardens, servants, automobiles, expensive inside furnishings, and the like. The occupants of this home consisted recently of the parents and three daughters, two of the latter in high school and an older one at college. The eldest child, a son, was married and gone. In spite of every suggestion of wealth and refinement, the father and mother of this family had somehow succeeded in inculcating a very rare spirit of democracy among their children. The mother's account of the affair is substantially as follows:—

“Yes, we have always believed in democracy. Mr. B—and I were both born and reared in very modest families, and we were taught from the beginning to earn our way

through hard work. These early-day lessons have perhaps helped us very much in the training of our own children. We have always required our children to do an honest amount of work. Our boy, during his growing years, raised a garden and took care of a horse and a cow. We taught him to buy and sell and how to save a part of his money and how to invest a part in his own affairs. He is now succeeding very well in business.

"The girls have been trained in practically the same way as the boy. They have had instruction in every part of the home work, from plain kitchen scrubbing to fancy dining-room serving. Any one of the three can prepare a first-class meal and serve it to any kind of company. Our girls have never been over-dressed. We have always believed extravagant dressing to be wasteful as well as ruinous to character. We do not allow the girls to think of wearing anything other than plain and simple garments at school, the expense of which could be met by any parents who can afford to send their daughters to high school at all.

"The girls have never given us much trouble about their social affairs at the high school. We desire to have them mingle with all of their classmates on equal terms, and to make their social distinction not on the basis of wealth and clothes, but merely on a basis of personal worth of character. One of the chums of our youngest girl is the daughter of a hardware clerk who lives in a four-room rented cottage. The next older daughter has close friendships with a number of girls of about the same financial rating. It has always been my personal opinion that over-dressing and too much home leisure are the chief causes of the foolish aristocracy that so often breaks out in the high school. But our girls have suffered from none of these faults."

THE HIGH-SCHOOL SECRET SOCIETY

The secret organization has become such a perplexing problem of the high school as to assume the dimension of a nation-wide issue. Just now, while we write, this very matter is seriously disturbing the peace of a middle-western city. A rule of the school board forbids membership in any secret society on the part of the high-school pupils. A large number of the boys and girls of the school have just been found guilty of violating the rule and have been expelled. The affair is getting into the courts. Large sums are being asked as damages for defamation of character. And so the merry war goes on in this city, very much as has been the case in other cities and towns.

Something is radically wrong here. There must be some understandable cause for the bitter contention that has been growing out of this high-school secret society in all parts of the country. Many of the states have passed legislative acts forbidding such societies. A very large number of the boards of education of the cities have placed heavy restrictions and penalties upon the same type of organization. Again and again the matter has been carried into the courts; and in every case known to the author of this volume the decision has been rendered in favor of the school authorities, and against the contention of the high-school pupils. Worst of all, the good name and the efficiency of the high school have been very much jeopardized.

KEEP THE DAUGHTER OUT OF IT

The large amount of recent inquiry and discussion regarding the matter of the high-school secret society brings overwhelming evidence in favor of keeping the daughter out of such an organization. There doubtless are some few

advantages to be derived from the membership; but all things considered, the disadvantages are unquestionably much greater.

A careful examination of the personnel of the most active leaders in the high-school secret society reveals an interesting situation. These leaders are very often constituted of the boys and girls who have had much leisure and home spoiling, who have received too much and given too little. They are often those youths who have not been taught to soil their hands in plain work and industry, and who have been made to believe that they are being trained away from earnest toil and service toward places of ease and supremacy. Too often they have been imbued with the thought that there are comparatively few attractive people in the world and that these belong to a special class; that this class has a kind of inherent right to be at the top and to rule and to walk over the rights and feelings of the common people. False notions concerning not only industry, but also wealth, clothes, and society lie at the bottom of this unending contention over the high-school secret society.

The parents may easily train their daughter to experience kindly feelings and sympathy for all classes in the high school. The girl may have her chums and her select groups for this and that affair, and yet, meet all who are worthy of such treatment on terms of a common level of good will and cordiality. Thus she will learn to believe that the best things in life should be and rightfully are common property; that there is nothing so especially good and rare that needs to be taken secretly into the possession of a few where it may be kept away out of the reach of the many. No, let us believe once for all that if the secret-society problem in the American high school is ever to be solved permanently the parents, and not the

teachers and the board of education, will solve it. The inculcation of the spirit of work and industry and of the spirit of plain, wholesome democracy, and all this in the school of home training—such will prove to be the method of success; and great, indeed, will be the final gain for common humanity.

THE HIGH-SCHOOL GIRL'S CLOTHES

Being as they are in the first exuberant social period of life, high-school girls are naturally very sensitive as to the kind and quality of their personal adornment. Not a little will be written upon the question of the girl's wearing apparel in a chapter to follow. Suffice it to say here that the rule of training outlined in the quotation from the mother mentioned above may be regarded as the only sound and commendable one.

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CHAPTER VI

SENDING THE DAUGHTER TO COLLEGE

WITH an overflowing measure of physical strength, with a radiant hope set high on the ideals of the future, with a secret sense of the charms peculiar to the first full bloom of womanhood, the typical freshman college girl ranks in a class by herself. Moreover, we might as well admit that the college girl is here to stay and that her tribe is likely to go on steadily increasing. Statistics widely gathered indicate that college attendance is not necessarily destructive to her health, that such experience, while it tends to defer the day of her marriage and to reduce the number of her offspring, greatly increases her opportunities for marrying well. Her means of independent self-support, though at best very much limited, are also much enhanced through higher education.

CHOOSING THE RIGHT INSTITUTION

Of the many present-day forms of higher institutions of learning which admit women to their halls, the so-called co-educational school is apparently destined to assume the leading place. And well it may; for the scriptural saying that it is not good for man to be alone applies with equal significance to young women at college. That is to say, our modern society is inclining more and more to a general and free association of the sexes. The lower grades of the public schools are now thoroughly committed to the practice of educating the boys and girls in the same class room. Likewise, the standard high schools of the

country receive the two sexes on equal terms, but segregate them in a number of the classes, giving each division the forms of instruction peculiar to its needs. While a few of the great colleges of the country—Harvard being a notable example—are still closed to women, the great majority of these institutions now provide a curriculum admitting of a three-fold arrangement as follows: (1) A large number of general and cultural courses open alike to both sexes and under the same instruction; (2) technical and special courses intended to prepare men for their appointed vocations; (3) special and separate courses suited to the needs and natures of women. In an institution of this sort the sexes usually mingle on free and open terms of sociability and friendship. Now, this last stated fact counts for very much in the life of the man or woman to be, as we shall try to indicate.

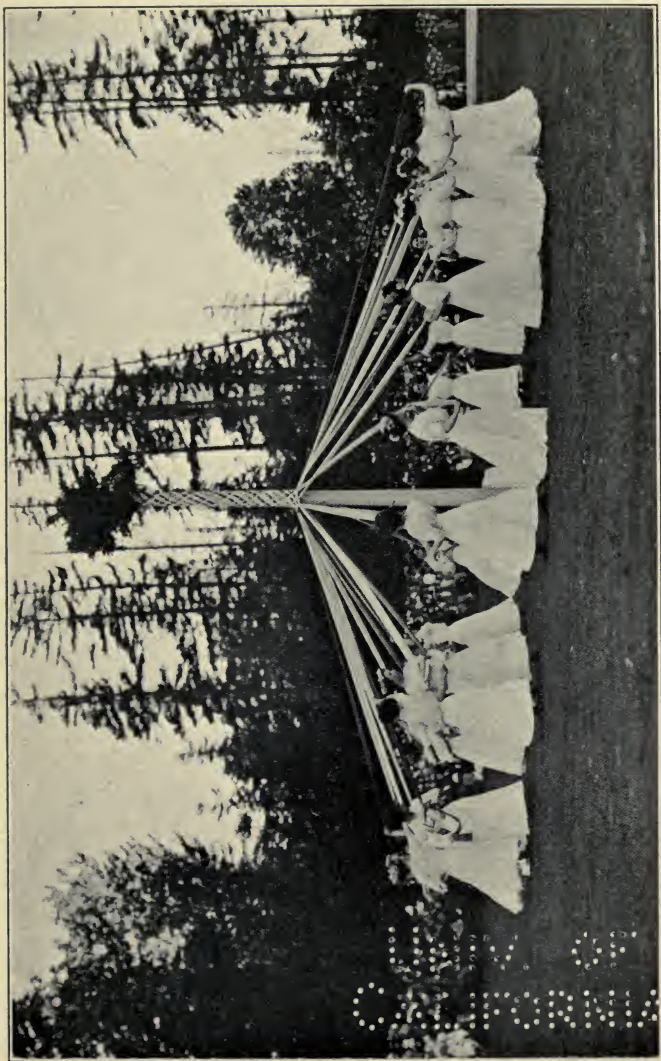
There are a few parents who so misjudge their children as to believe that an exclusive school for young women, in some isolated, out of the way place, will cause their daughter to forget her passionate fondness for the society of young men and to settle down as a sober-minded work-a-day member of the social community. But in the opinion of the author this plan is a very poor one to follow. A reconstructed and safe-guarded society at the co-educational school is better for bringing out a rightly balanced personality than is the exclusive institution. So we believe, and the discussion to follow will give suggestions for the social direction of the college girl.

SELECTING THE COURSE OF STUDY

As was recommended for the high-school girl, so is it now urged in behalf of the college girl, that she be given every reasonable opportunity to pursue a course in the household sciences and arts. In a graduating class at the

Kansas State Agricultural College in which there were seventy-five women, seventy finished the course in domestic science and art, and five the course in general science. This is a ratio of one to fourteen, and it is probably a fair index of the ratio that exists in other institutions. A somewhat careful inquiry into the motives and purposes of the girls who pursue the general science course has convinced the author that these girls are not at all eager for the household and home-life occupations. They are as a rule more or less interested in a career that makes for higher scholarship and independent self-support. But these are only exceptions to a general rule among college women, which shows an instinctive interest in the home life. It is a significant fact that the modern course in home economics is preparing so many young women for scientific home management, and the parent who gives his daughter the advantage of such a course should learn to think of her, not as one destined to take up the old-fashioned household drudgery, but rather as one preparing for a place of mastery and supremacy over these things.

Presumably the freshman girl has not yet experienced the awakening of many of her best latent dispositions. She is in every sense a girl, but is by no means a complete woman. While it is advisable to have her take the training in domestic science and art, this work should not constitute all of the course. Many of the institutions offer a so-called short course in domestic economy, but this is intended primarily for mature women, who are either occupying home positions or who are about to do so. The ideal course in homemaking, so far as the girl of freshman age is concerned, is a course which includes many collateral subjects. Advanced history, civics, economics, literature, language, psychology, sociology, music, physical



A FAMILIAR MAY POLE SCENE AT COLLEGE



training—these subjects are all properly related to the ideal college course for young women.

If your daughter does not seem ready or willing to pursue the course in homemaking, then make careful inquiry as to her leading aptitude and interest. She may have a very strong predilection for music, painting, journalism, mathematics, physical science, or teaching. It will prove futile to try to make her what she does not instinctively desire to become. Rather seek to bring out and develop to a higher degree her best inherent abilities. Therefore, choose the course to fit your daughter's nature, but do not turn her undirected into a large institution and expect her naturally to find her way successfully through the most appropriate course of training.

THE DANGER PERIOD AT COLLEGE

After admitting that we are gradually finding the modern college course a better way to the solution of women's, as well as men's problems, it is none the less true that this way is still attended by many dangers to the character of the student. So it might be well to point out some of the possible errors into which the college girl is prone to fall and, if possible, to suggest a way of escape therefrom.

A few young women are still in the silly age when they first arrive at the college doors. Indeed, it is almost startling to observe the large number of college girls who are still in their middle teens and not yet through with their period of giggling young girlhood—too much undeveloped to judge safely as to what were good to do in respect to their mental, moral, and physical well-being. And then, one wonders if each of these girls has a mother, or at least some capable person who is exerting a subtle, wholesome influence on her life.

Girls mature earlier than boys. The young woman of

eighteen is relatively as well developed mentally and physically as the young man of twenty-one. And then since women's opportunities for obtaining suitable life work are much more limited both in extent and time than are man's, there is apparent necessity for some haste in putting the young woman through her course of college training. Seventeen or eighteen is probably the ideal age for the girl to enter the freshman college class, as this will bring her out at about the age of twenty-one or twenty-two.

A CHANGE IN ATTITUDE OF MIND

It is exceedingly important that especially the last year of the young woman's life in college should be one of much thought in regard to her future place in society. Indeed, if she continues to be a mere girl during the last course of training she will likely leave the college walls without having properly assimilated the knowledge obtained. Not infrequently girls who receive their college degrees at the age of nineteen or twenty have the peculiar experience of awakening a year or two latter to the thought of what it was all about. "I wish I could take my college course again," said one. "If I could go back for a year or two you would see me doing differently," said another. The foregoing remarks are typical of thousands who were graduated before they became real women, and before their thoughts became instinctively directed toward the larger problems of womanhood. "Home-mindedness" is the significant term that suggests itself here. The young woman who partly forgets the mere fun and frolic of the college society, who reflects deeply and secretly upon her place in life, and who is concerned about what she is to be and to do to prove worthy of that place—this girl, it may be said, is in the right attitude of mind to obtain the

greatest assistance from her senior year in the institution. Home-mindedness is therefore the watchword for the senior girl. We commend this ideal to all parents who are earnestly engaging in the attempt to assist their daughter to make the college life count for most as a preparation for her own future.

PLAYING FAIR WITH THE FRESHMAN GIRL

One of the dangers that beset the more or less giddy young freshman girl is this: She is naturally inclined to take up with almost any well-dressed young man who will indicate a desire to know her. Her whole being is so aflame with the onward rush of physical life that the regular work of the class room may not appear to her as a matter of serious consequence. Love is her greatest reality. The society of young men—not necessarily very choice ones—is her greatest delight. And at this time, if ever in her life, she needs a ruler, a kind and sympathetic, but firm and unyielding personality to direct her footsteps aright.

How many good and efficient home mothers fail in their efforts at long-distance government of their daughters at college! So if the absent girl in such a case be young and immature, we can think of nothing better than that the parent arrange for a confidential correspondence with some one of wholesome authority and influence, who knows personally of the daughter's going and coming while in college. Indeed it may be said that every young girl living away from home is in need of a foster-mother. It is hoped that the day is not far distant when college authorities will see fit to select officially a "Mother," in the person of some well-trained, sweet-spirited woman to whom the girls may go with their problems and perplexi-

ties and receive that particular advice and encouragement which any case may require. Such a woman should be an ex-teacher and a mother of children of her own.

Probably the chief difficulty in selecting the "college mother" for your absent daughter is that of finding a woman who possesses the peculiar marks of fitness. For the younger and more frivolous your daughter may be, the greater the need of an associate who is prepared to give sympathetic counsel and advice rather than one who is ready to force her decisions upon the conduct of the young girl. In suggesting this woman adviser for the girl we would not forget the very important principle stated in the beginning of this volume and adhered to, we hope, thus far—the principle that the inner prompting of the young girl's nature is to be the guide and inspiration for her development. Hence, the suitable foster-mother will hang every desire, new motive and incentive somewhere upon the instinctive cravings of the girl student under her protective care. This good adviser will not condemn or blame or otherwise attempt to force her personality directly in the way of the college girl's instinctive purpose. Rather she will use mild persuasion and point the way out to something better and higher than the object pursued by her youthful companion. For example, the college girl is often inclined to be out too much at night and to go into associations that are not highly creditable. The wrong method of dealing with such a case would be to condemn the course openly and to write an alarming letter to the girl's parents. A better way would be to reveal to the erring one a detailed outline of the social course pursued by the best girls in the college. Show how these ideal young women attempt to follow a systematic plan, how they remain at their rooms during the majority of the evenings for study and work, how they are over-

guarded in respect to the choice of their social companions, and the like.

The next step in a better course of procedure for the weak-willed college girl toward a more elevating and stable plane of conduct would be to assist her in finding congenial company at the better places in society. It often matters much as to how the young student gets started in his social experiences. A well-thought-out plan for bringing such a student into social groups that are directed by the church and the young people's Christian organizations is a most commendable affair.

THE COLLEGE HOME FOR GIRLS

A suitable place for the daughter at college is a matter of extreme importance. The dormitory system for girls seems to be coming more than ever into use of late, and it may be regarded with much favor. The fact that the youthful freshman girl rooms with "one of the best families in town" is no guarantee that this good home environment restrains her properly. It has been shown beyond a doubt that these "best families" usually hesitate to exercise any moral supervision over the girl roomer so long as her conduct does not reflect much public discredit upon their house.

The desirability of a girl's dormitory depends upon its management—whether it be for mere revenue or for the well-being of the whole girl. A small, sanitary dormitory, in charge of a competent, motherly matron, and regulated by the strict enforcement of a set of reasonable rules, is certainly a favorable situation for the frivolous sort of young college girl. Unfortunately the parent cannot be fully assured from the catalogue description of the dormitory and its management whether or not the place is altogether a desirable one as a college home for the daugh-

ter. As a means of emphasizing what was said above—about giving the girl a very careful beginning in her college career—it is here recommended that one of the parents accompany the daughter to the school and assist in securing board and lodgings under the most desirable conditions possible. It is a beautiful thing to witness, that of an innocent and somewhat unpretentious seventeen-year-old freshman girl appearing about the campus for the first few days with her mother as an attendant. Only mothers can know the anxiety of a mother's heart at this time, and those who have witnessed the spoiling of a promising young girlhood through careless college treatment can realize the full measure of responsibility that rests upon all concerned in such a case. So it is well, indeed, for the mother to go to the college with her daughter and live there with her during the first week. Such a thing seals the bond of intimacy between the two, and furnishes a common basis for much of the written correspondence to follow.

THE LETTERS FROM HOME

Probably there is no more beautiful and touching transaction between two members of any family than occurs in case of the correspondence between the daughter at college and the parents at home. More frequently the home correspondent is the mother, but there is no just reason why the father, too, should not participate in this stimulating love-letter affair. "Yes, we miss our girl very much, especially evenings, the time when she is always at her brightest and best among the family at home. But you should read some of the beautiful letters we receive from her. We know that something unusual has happened if there fails to come in the Monday evening mail a letter from Elsie. Really, we did not know

how to appreciate her until she went away to college." Such a testimonial as that quoted above speaks volumes in its ultimate meaning, for it serves as an assurance that the daughter is safe at college and that her progress there is such as to please and inspire all those remaining at home. On the other hand, it may be said that there is something seriously at fault in case the daughter does not send home often and regularly through the mails, a message of love and good cheer. And in case of a permanent correspondence in the course of which love and sympathy and open frankness prevail on the part of both parent and daughter, there is no serious necessity of a well-guarded college home for the girl. The commendable purposes of the student are too well set to require any direction or restraint other than that incident to respectable surroundings.

THE COLLEGE SORORITY

The results of a number of inquiries indicate that the sorority house is a safer place for the freshman girl than the fraternity house is for the freshman boy, although both are inadvisable until one has made a worthy record in studentship and morals. Perhaps the worst that can be charged against the college sorority is its tendency to exclusiveness and to build up a caste system and to impose financial and social strains upon its members.

The sentiment of this volume is intended to be distinctly democratic. Although it must be admitted that every girl will naturally have her little group of confidential friends and companions, there is no very just reason why these should go aside and shut themselves in and bind one another into a group with pledges of secrecy. Indeed, goodness and beauty lose their very essence if we try to take them for our own selfish purposes and seclude them from the eyes of the others. Is it not true in a sense that

the good things, this highly prized stock of secret pledges and purposes which supposedly binds the members of the sorority together—is it not true that these precious things would grow even more precious were they extended openly as a gracious gift to all who might wish them? Our chief objection to the sorority is that it is both ungenerous and undemocratic. It does not intend to offend the sensibilities of the girls who are not included within its little coterie, but as a matter of actual practice it does this very thing in a thousand-and-one instances during the course of the college year.

No, the foregoing statement is not intended as a word of condemnation for the sorority, but it is admittedly intended as a word of admonition to the parent. Keep your daughter out of the sorority, if you can. Make her democratic and generous-hearted, responding kindly and affectionately in thought of all whom she may meet on the campus or off of it. Say to her that you mean to have her become a beautiful companion and social servant of all the divisions and classes of society, rather than of any one of these.

HEALTH-IMPAIRING TRAINING AND EXERCISE

Considering the outside duties that claim the girl's time, the college career as a whole imposes many strains upon her health. While statisticians have figured it out that a young woman in college is as healthy in the average case as her non-attending sister—and she is probably much more so at the time of beginning her course—her health is often impaired during the four-year period of academic work. Hence the necessity of extreme caution in reference to overburdening the young woman student.

It is not to be disputed that some of the most earnest and worthy college girls need protection against self-

imposed over-strains. They try to carry too heavy an assignment, and also to perform too many extra duties. In the first place, the class work assigned is such as to occupy about all the waking hours of the day, if done well. Then, on top of this are piled the dance or party once a week, the literary society, the athletic work, the Young Women's Christian Association meeting and committee work, attendance upon the lecture course, and a hundred and one smaller duties pertaining to the care of the person and the clothes.

Under the stress of all the foregoing rush and hurry something must naturally break, and the physical health is not unusually the victim. From all outward appearances, the mid-week party, especially the dancing party, is hard on college girls. As a result of the tax on the physical strength, many young women are compelled to stay away from classes the day following. On the second day they return pale and wan and absent-minded. College authorities should insist that these parties be confined to the end of the week, so that time may be allowed for recovery. But it is not so much any certain one of the matters named as it is the sum of them that breaks down the physique and brings on mental distraction. Worst of all, many good girls are utterly unable to protect themselves against the strain of the multitude of demands upon their time. So, it is unquestionably the duty of the college authorities and the parents to see that proper restraints and regulations are operative in the matter.

SHALL THE YOUNG WOMAN EARN HER WAY

For thirteen years past the author has been observing closely the efforts of a considerable number of young women college students who earn their way wholly or in part while pursuing the course. As a rule, the attempt of

the young woman wholly to pay her own way through college is a more or less hazardous affair. Some few accomplish this undertaking and come out stronger and more triumphant because of the rigorous discipline connected therewith, but in regard to the majority a report so favorable cannot be given. Unfortunately in many of the instances of young women working their way the parents are amply able to pay all the college expense but are not considerate enough to do so. Ignorance, penuriousness, and a false opinion as to what the college training of a young woman really means, may be attributed as causes of the parental mistreatment here.

Let not our position be misunderstood regarding the matter of the college girl earning her way. It is this: If the father is amply able to supply the necessary means for his daughter's college training and neglects to do so, some one should have the courage to take him to task about the matter. An interesting and blame-worthy case illustrative of the point here is that of a dry-goods merchant, worth perhaps a hundred thousand dollars and prosperous to the point of being entirely free from indebtedness. The family of which he was head was rearing four daughters. The father contended that a daughter should earn her own way after reaching the high school age. He himself had done so from boyhood. He required his daughters to earn enough for their spending money and some extra clothing while in the high school and announced the policy of requiring them to make their own way through college, if they wished to attend. These girls proved to be most courageous. The eldest struggled through her four-year course in five years, but she came out broken in health from the over-strain of doing a double combined duty of college work and housework. She was also much broken in spirit because of the fact that she

was forced again and again to slip back and to be graduated a year behind her own classmates. The second daughter tried the unsupported college career for one year and gave it up, being forced to take a rather menial position for self-support. This was really a pitiable and aggravating case and the more so because of the father's condition and attitude as stated above.

It is often justifiable to arrange matters so that the young woman may earn a part of her college expense money. She may help in some good home as a means of paying for her board and lodging. But as a rule this arrangement should be regarded as the upper limit for self-support of the college young woman. The home helping contract should include a statement as to the amount and time of the service.

One of the most serious consequences of this program of entire self-support on the part of the college girl is this: She is denied nearly all of the privileges of the college society; she loses touch with the young men and young women of her class, and tends to fall into the habit of being sensitive about her appearance and manners in public. Worse than all the foregoing, she is likely to lose what is perhaps the most valuable opportunity of all—that of coming into close acquaintanceship with some good, sensible college man, who in due time may ask her to walk the way of life at his side. No, if it can at all be avoided, do not permit the young daughter to attempt to earn all the money necessary for supporting her during her four years' stay at the institution.

LITERATURE ON SENDING THE DAUGHTER TO COLLEGE

- Vocations Open to College Women. Pamphlet. University of Minnesota, Minneapolis.
- Ethics of the Social Relationships of College Life. *Association Monthly*. Vol. VII. No. 4. N. Y.
- Tests of College Efficiency. Edwin F. Gay. *School Review*. Vol. XX, p. 335.
- The American College. Abraham Flexner. Entire text. 237 pp. The Century Co., N. Y.
- Progress in the Household. Lucy Maynard Salmon. Chapter III, "The Relation of College Women to Domestic Service." 198 pp. Houghton, Mifflin Co., Boston.
- Girls and Education. L. B. R. Briggs, Entire text. 162 pp. Houghton, Mifflin Co., N. Y.
- Working One's Way Through College and University. Calvin Dill Wilson. Chapter VI, "Ways by which Young Women Earn Money while in College." 380 pp. A. C. McClurg & Co., Chicago.
- The Freshman and His College. Francis Cummins Lockwood. p. 43, "How to Study." 156 pp. D. C. Heath & Co., Boston.
- Personal Hygiene and Physical Training for Women. Anna M. Galbraith, M. D., Chapter VI, "The Hygiene of the Mind and its Relation to the Physical Health." 352 pp. W. B. Sanders & Co., Philadelphia.
- Boys, Girls and Manners. Florence Howe Hall. Chapter XVI, "Manners at Women's Colleges." 323 pp. Dana Estes & Co., Boston.
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- Girl and Woman. Caroline Wormeley Latimer, M. D. Chapter VIII, "Personal Hygiene." 318 pp. D. Appleton & Co., N. Y.
- The Common Interests of Parents and Teachers. p. 263. *The Playground*, Vol. V., No. 8. N. Y.
- Educational Foundations*. A Monthly Magazine of Pedagogy. N. Y.

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